PARENT'S GUIDE TO

CHISANBOP™

The Original Finger Calculation Method

ADDITION · STAGE 1
MULTIPLICATION · STAGE 1
ALGEBRA · MISSING ADDENDS · STAGE 1

WRITTEN BY
HANG YOUNG PAI

$12.95

Dear Professional Educator:

This Parent's Guide to Chisanbop is presented as an introduction to Chisanbop appropriate for parents only. Further study is required for adequate preparation for classroom instruction. Only the preliminary stages of Chisanbop are explained in this Guide.

Parents, teachers, or other educators desiring further information about the Chisanbop Finger Calculation Method may write to the address below.

CHISANBOP ENTERPRISES, INC.
P.O. Box 37 Bronxville, N.Y. 10708

H.Y. Pai

Parent's Guide to

"CHISANBOP"T.M. Finger Calculation Method

Instruction for

Addition - Stage I, Algebra (Missing Addends) - Stage I and Multiplication - Stage I

A New Mathematical Finger Calculation System

Created by Sung Jin Pai and Hang Young Pai.
Written by Hang Young Pai.

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Patent Pending

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What is Chisanbop

CHISANBOP, a transliteration from Korean, means Finger Calculations Method. It is the new mathematical finger calculation system which enables a person to solve math problems with speed, accuracy and confidence, without the use of a calculator.

CHISANBOP is a total sensory method based on the decimal system. Children use four senses to learn CHISANBOP; their hearing, their sight, their voice, and their touch. Although the nature of a number is abstract, with CHISANBOP, children have the added benefit of using something concrete... their fingers. Furthermore, with this system, they not only learn the answer to a math problem, but more important they understand WHY and HOW the answer was achieved. With electronic calculators, it is common for a child to obtain answers to problems and NEVER fully understand how or why that answer was achieved.

CHISANBOP is not at odds with established methods of teaching basic arithmetic; rather it enhances these methods. Teachers and parents may use CHISANBOP as a supplement to the regular instructional program of the children. It can be learned by children at all levels of understanding; gifted, average, remedial and handicapped. For example, it has been used quite effectively with blind children.

This system was created about thirty years ago by the noted Korean mathematician Sung Jin Pai, and has been refined and simplified for children's use by his son, Hang Young Pai. Mr. Pai brought CHISANBOP to America in 1976. Interest is now widespread, and it is currently being taught in schools throughout Canada, Mexico, and Japan, as well as in hundreds of schools across the United States. Youngsters all over the world are learning to calculate with speed, ease, accuracy, and confidence through CHISANBOP.

How to use this Book

This book should be used as a starting point by everyone wanting to learn CHISANBOP. It is a complete book for parents to use to instruct younger children; older children and adults must also start with the concepts as presented in this book. The basic difference between younger and older children starting CHISANBOP is the speed at which they will progress, with older children usually expected to proceed at a more rapid pace.

The minimum requirements to understand and complete this book are that the child should be able to say and recognize the numbers from one to ten, and preferable from one to twenty.

In CHISANBOP, there are 16 stages of learning, four for addition, four for subtraction, four for multiplication and four for division. The difference between stage one and stage four of each operation is basically the **time** required to do the calculations. As children progress through the stages, they are able to calculate more quickly. However, our experience indicated that **age** is not necessarily a factor. If the Kindergarten child practices Stage 1 (Addition) for one month (one hour per day), he or she can frequently add as rapidly as an older child.

The fourth stage of each operation—addition, subtraction, multiplication and division—is the point at which the CHISANBOP Process becomes completely internalized and the fingers are no longer needed. For example, after children have mastered the fourth stage of addition, they can add three to five single-digit numbers per second with remarkable accuracy and without any finger manipulation.

This book thoroughly covers only Stage 1 of Addition, Algebra and Multiplication. Those who would like to learn CHISANBOP must master Stage 1 first. Refer to the chart in the back of this book for the total scope and sequence of the Finger Calculation Method of CHISANBOP.

Important Terms and Symbols

The terms and symbols discussed below will be used throughout this book, and must be understood in order to proceed with this instruction.

PRESS: To place finger(s) firmly on surface of desk or table.

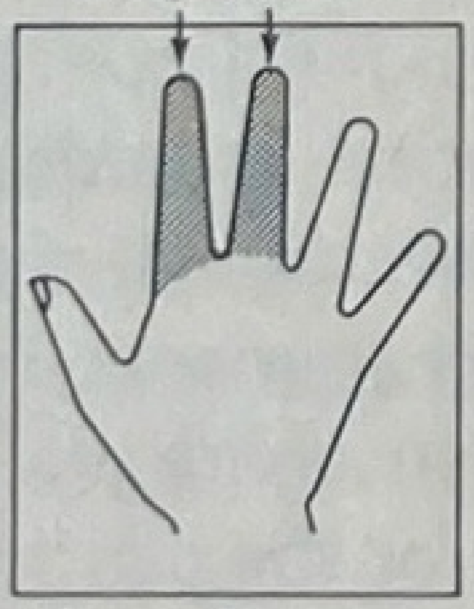
CLEAR: To lift finger(s) from the surface of desk or table.

READ YOUR FINGERS: The child should look at the fingers pressed, and state the answer he sees.

HAND DIAGRAM SYMBOLS

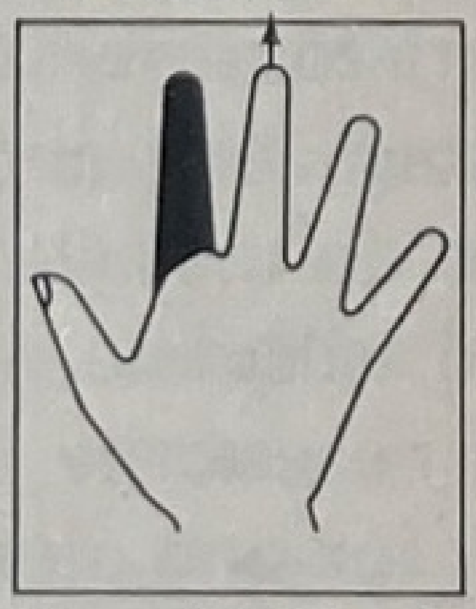
Hand diagrams will be used throughout this book. When a finger is shaded gray with an arrow pointing down (↓), that finger should be pressed (Figure 1). When the finger is not shaded, and has an arrow pointing up (↑), that finger should be cleared or lifted up (Figure 2). When a finger is shaded black and does not have an arrow above it, that means that the finger should remain in the pressed position (Figure 3). If a finger is not shaded and does not have an arrow, it should remain in the clear position (Figure 4).

FIGURE 1



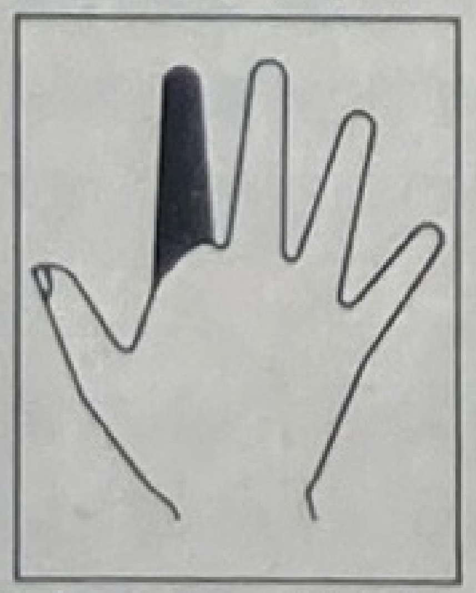
Press 1st two fingers

FIGURE 2



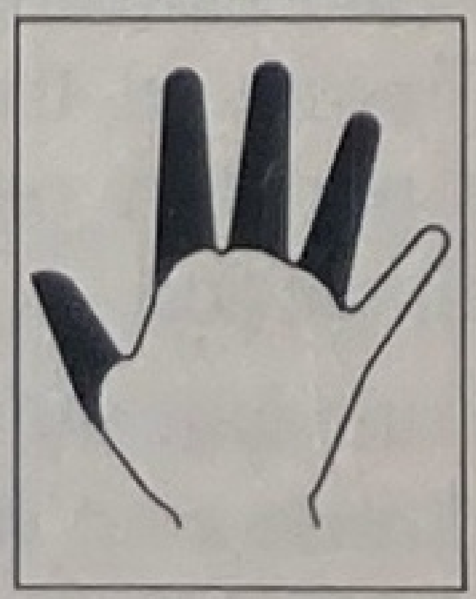
Clear 2nd finger keep 1st finger pressed

FIGURE 3



Keep 1st finger pressed

FIGURE 4



Keep 4th finger clear

The Oral Expression of Numbers

At a very young age, children begin to learn their numbers by hearing them and saying them. They hear and repeat: "one, two, three, four, five, etc." Children have no problems learning to **say** their numbers. The problems begin for many when they must learn to recognize the abstract written symbol and connect it with the spoken word.

There must be consistency between the oral and written number system. Our use of numbers is based on the decimal system—this means that we proceed in groups of 10. The first group of numbers is 0 through 9, the second group of numbers is 10 through 19, the third group of numbers is 20 through 29, etc.

Although the oral and written number system of the numbers from 0 to 9 and the numbers from 20 to 29 etc., follow the decimal system, the **oral** numbers from 10 to 19 do not conform to the **written** numbers and are confusing to children—especially in the beginning.

For example, when the child says the number "27", he writes a "2" followed by a "7". However, when the child says the number "17" he must mentally reverse this process and write a "1" followed by a "7" even though he has first pronounced the seven. It is for this reason that youngsters so often have difficulty with the numbers from 10 through 19 and frequently write 91 for 19, 81 for 18, etc.

The way to correct this for younger children is to introduce the following system that replaces the oral numbers from ten through nineteen as follows:

ten -	onety	(10)
eleven -	onety-one	(11)
twelve -	onety-two	(12)
thirteen -	onety-three	(13)
fourteen -	onety-four	(14)
fifteen -	onety-five	(15)
sixteen -	onety-six	(16)
seventeen -	onety-seven	(17)
eighteen -	onety-eight	(18)
nineteen -	onety-nine	(19)

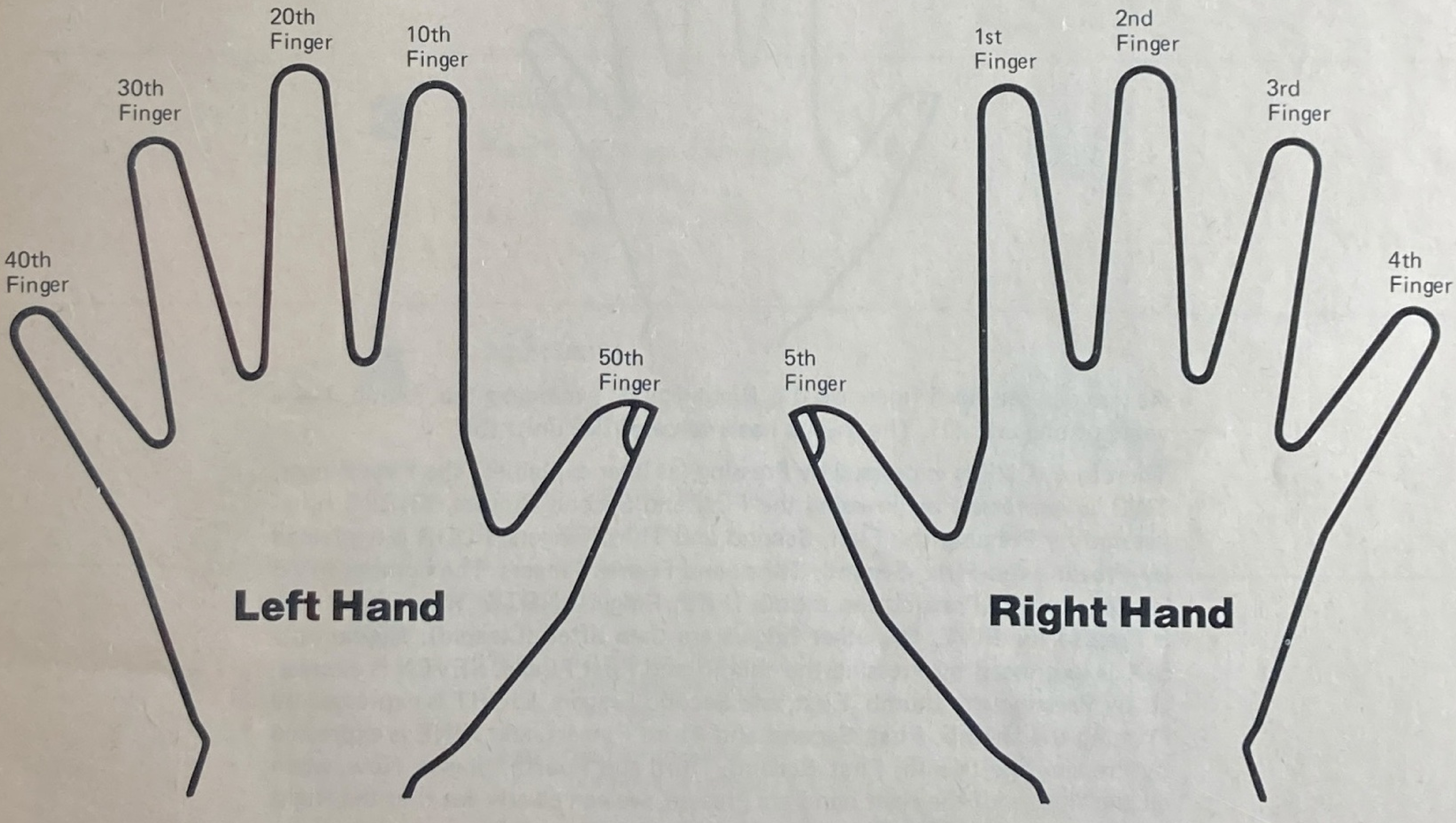
The reason this articulation is used is because it is based on the decimal system. By saying ''onety-five, for example, we have called out the tens place (onety) first and the Units place (Five) next. The child immediately knows that onety stands for one ten and five stands for five units of one. In this way the oral number and the written number are consistent, and upon hearing onety-five, the child **automatically** writes 15, without confusion.

Before we begin teaching CHISANBOP, this oral expression of numbers must be firmly established, Later, when this system has become internalized, the child can interchange it with the familiar terms, ten, eleven, twelve, etc.

The Mechanics of Chisanbop

In the CHISANBOP Finger Calculation Method, our hands are the instruments through which we learn. Each finger represents a numerical value and each hand represents part of the decimal system.

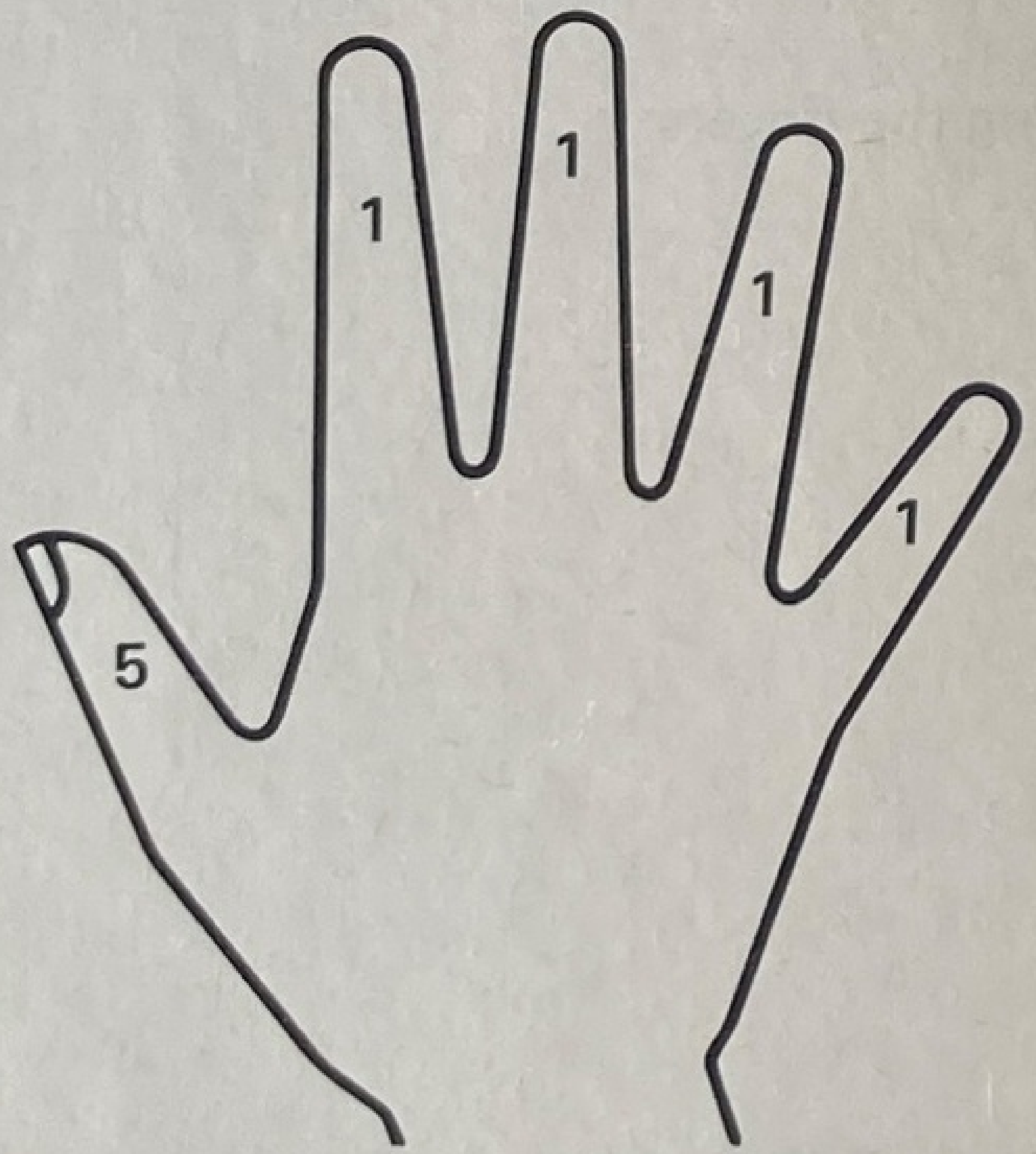
Let us begin by **naming** the fingers:



Representing the Numbers

In addition to learning the names of the fingers, we must learn the **value** of each finger. Let us again begin with the Right Hand.

REPRESENTING NUMBERS WITH THE RIGHT HAND



As you can see, each finger of the Right Hand, excluding the thumb, has a value of one unit (1). The thumb has a value of five units (5).

Therefore, ONE is expressed by Pressing (as later explained) the First Finger, TWO is expressed by Pressing the First and Second Fingers, THREE is expressed by Pressing the First, Second and Third Fingers, FOUR is expressed by Pressing the First, Second, Third, and Fourth Fingers. The number FIVE is expressed by Pressing the thumb (Fifth Finger). **NOTE: When the thumb is Pressed for FIVE, the other fingers are then lifted (Cleared).** The number SIX is expressed by Pressing the thumb and First Finger, SEVEN is expressed by Pressing the thumb, First, and Second Fingers, EIGHT is expressed by Pressing the thumb, First, Second and Third Fingers, and NINE is expressed by Pressing the thumb, First, Second, Third and Fourth Fingers. Now, when all the fingers of the right hand are Pressed, we can clearly see that the Right Hand has a **value** of NINE.

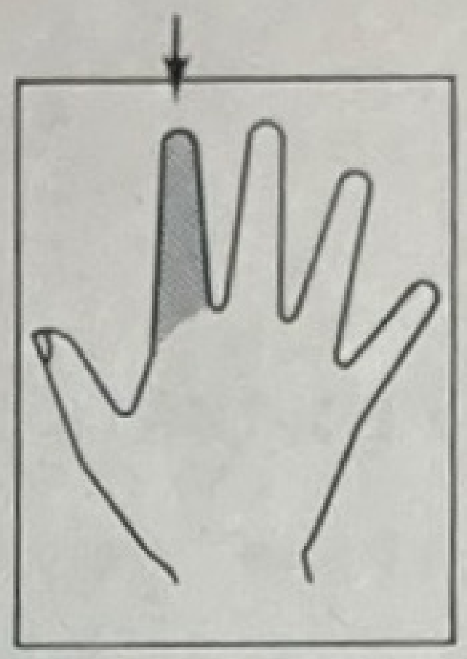
SEE ILLUSTRATIONS ON NEXT THREE PAGES.

Finger Values on Right Hand

1

ONE UNIT

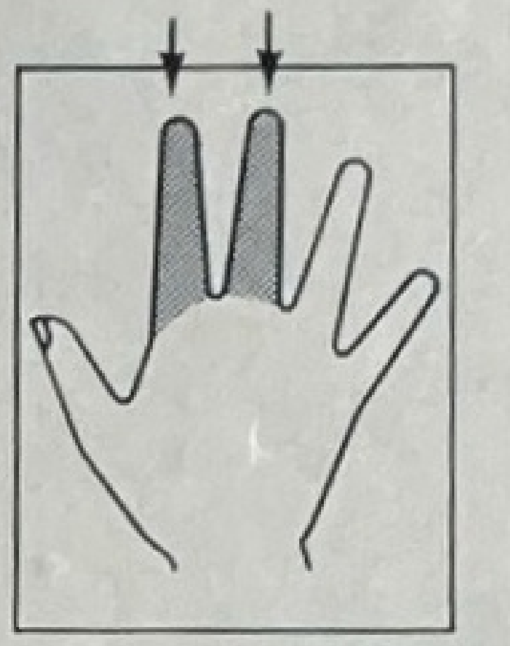
Press:* 1st Finger
Say: One



2

TWO UNITS

Press:* 1st Finger, 2nd Finger.
Say: One, Two

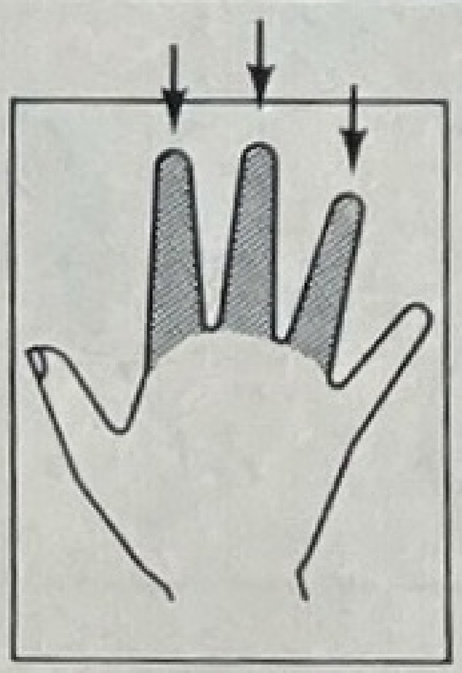


3

THREE UNITS

Press:* 1st Finger, 2nd Finger
3rd Finger.

Say: One, Two, Three

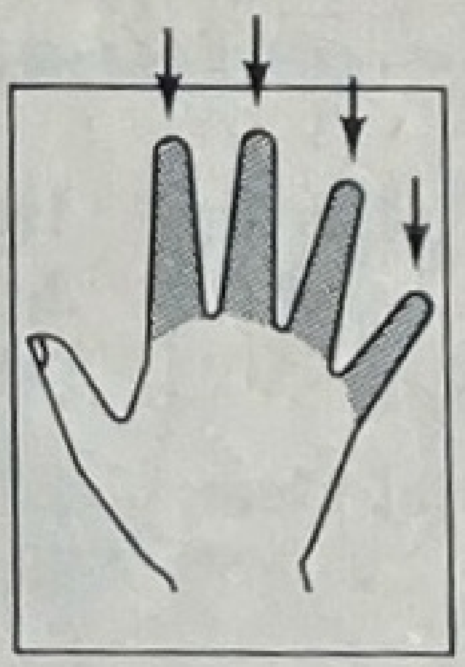


4

FOUR UNITS

Press:* 1st Finger, 2nd finger
3rd finger, 4th finger

Say: One, two, three four.



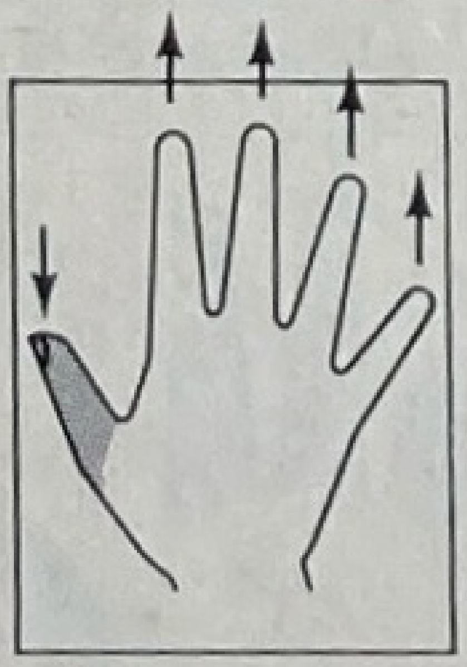
5

FIVE UNITS

Press:* 1st Finger, 2nd finger
3rd finger, 4th finger
5th finger

Clear: 1st four fingers as the
5th finger is pressed.

Say: One, two, three, four, five
(clear 4 press 5)



*Press fingers one by one in order

Finger Values on Right Hand

6

SIX UNITS

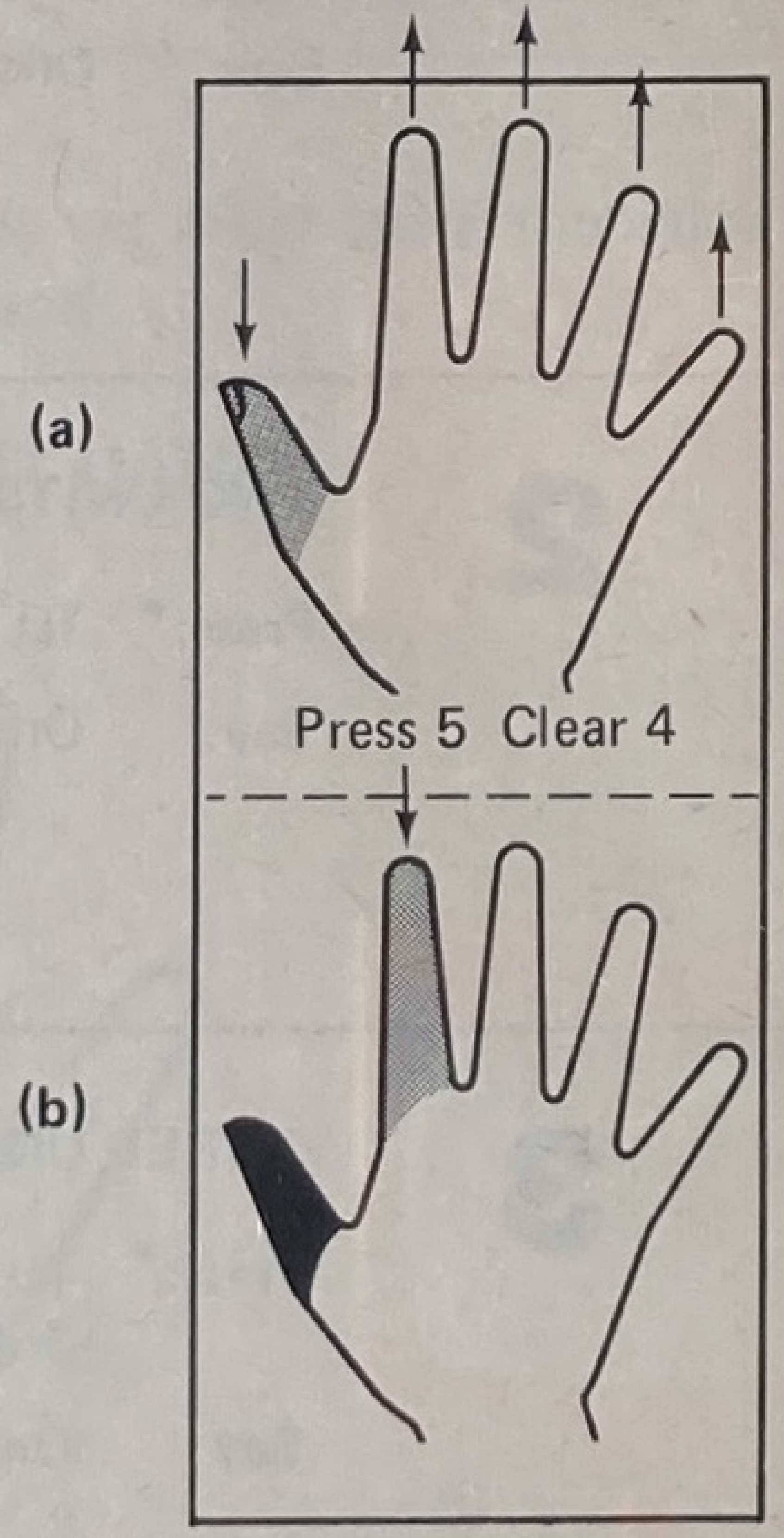
(a) Press:* 1st finger, 2nd finger
3rd finger, 4th finger
5th finger

(a) Clear: 1st four fingers as the 5th finger is pressed

(b) Press:* 1st finger

Say: (a) One two three four
five; clear four, press
five)

(b) six.



7

SEVEN UNITS

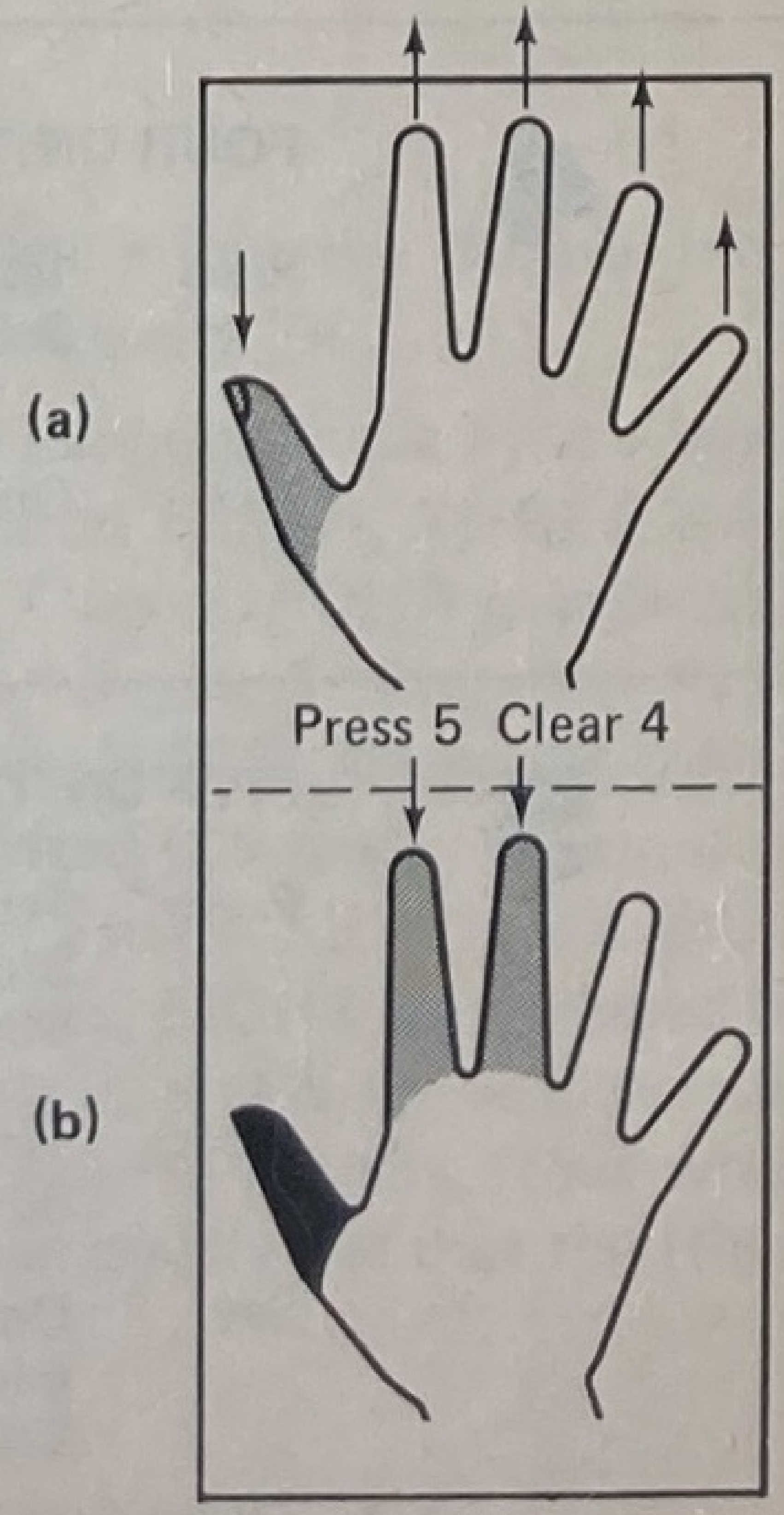
(a) Press:* 1st finger, 2nd finger
3rd finger, 4th finger
5th finger;

(a) Clear: 1st four fingers as the 5th finger is pressed.

(b) Press:* 1st finger, 2nd finger.

Say: (a) One, two, three, four
five, (clear 4 press 5)

(b) Six, seven.



*Press fingers one by one in order

Finger Values on Right Hand

8 EIGHT UNITS

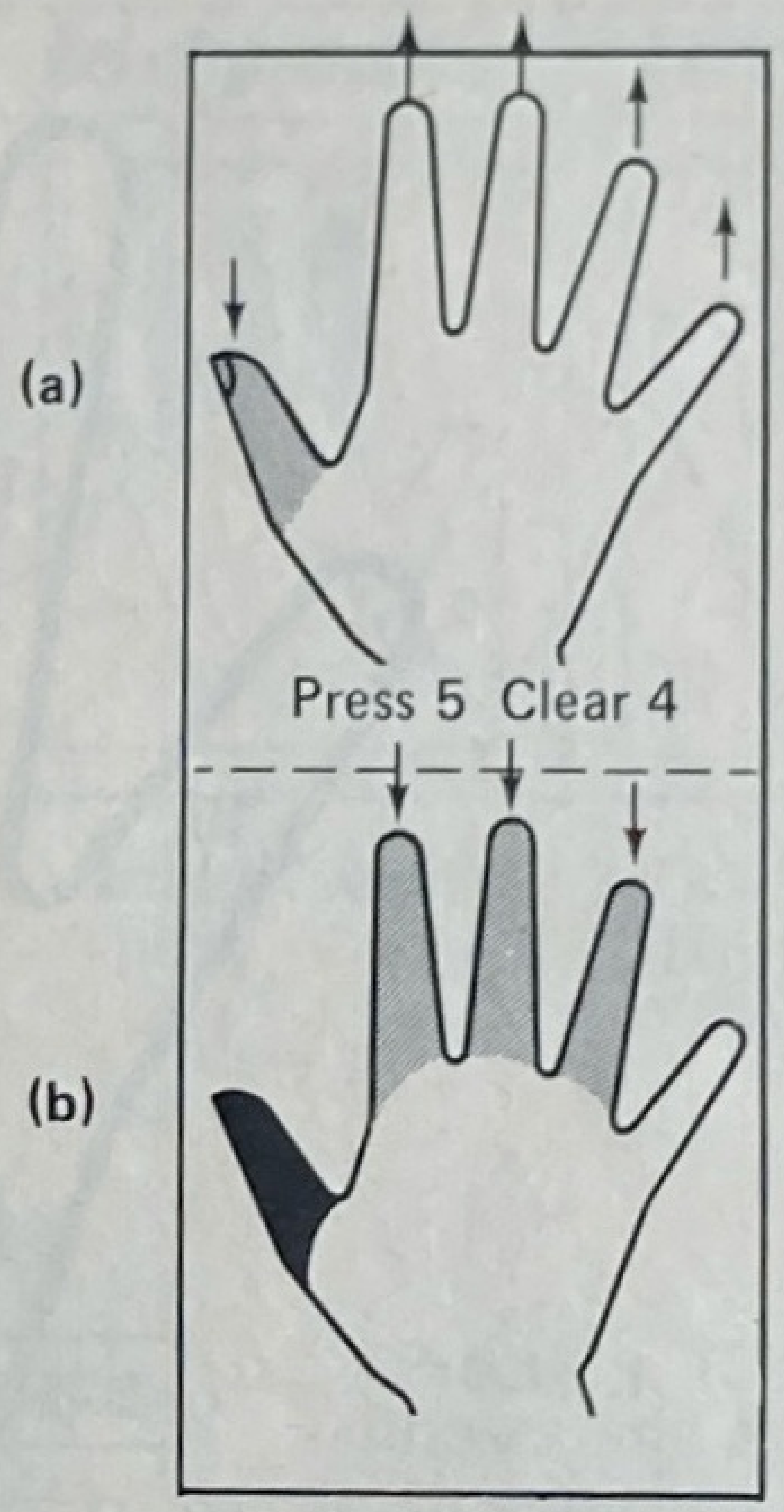
(a) Press:* 1st finger, 2nd finger
3rd finger, 4th finger,
5th finger.

(a) Clear: 1st four fingers as the 5th finger is pressed.

(b) Press:* 1st finger, 2nd finger
3rd finger.

Say: (a) One, two, three, four, five, (clear 4 press 5.)

(b) Six, seven, eight.



9 NINE UNITS

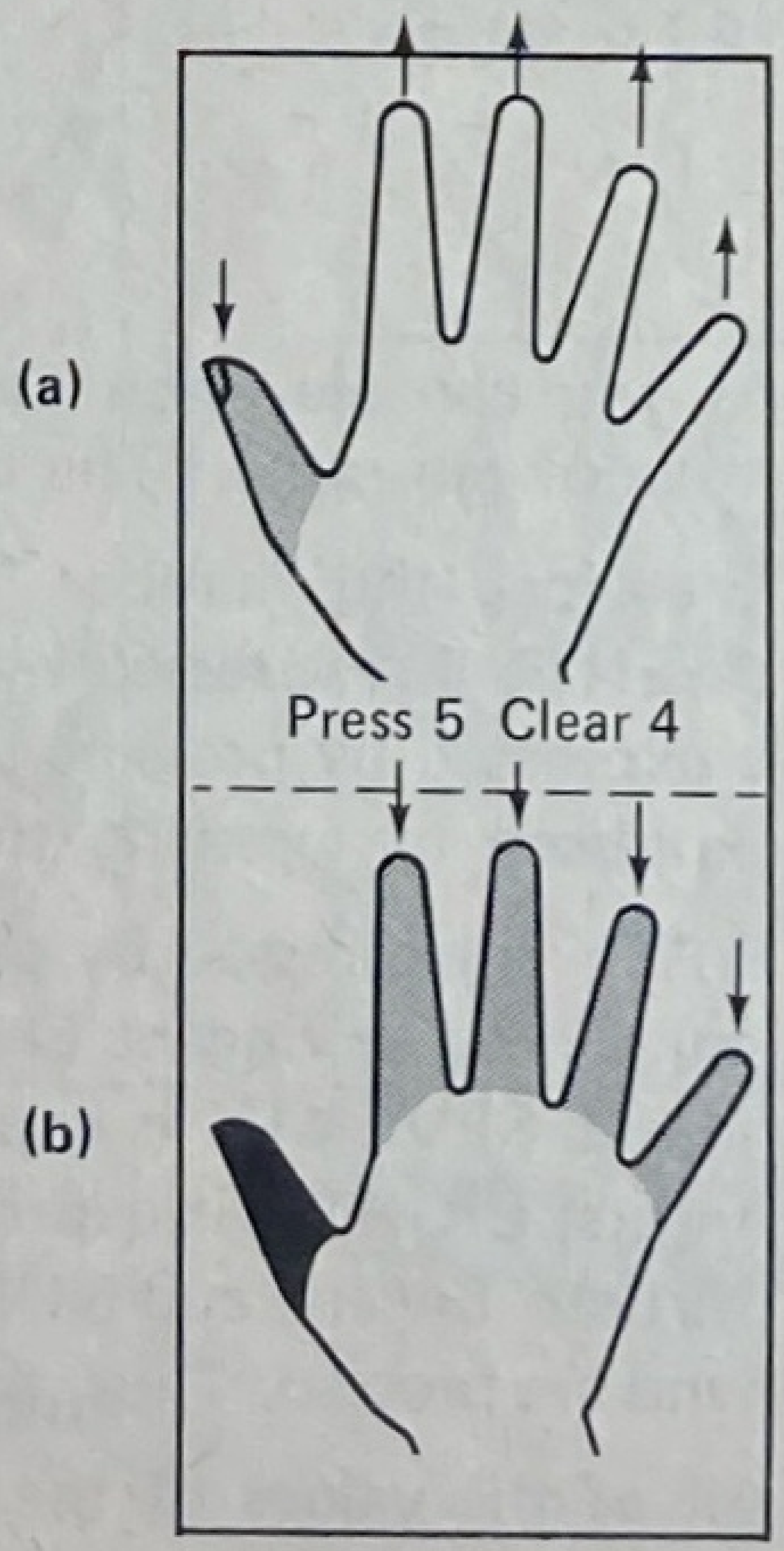
(a) Press:* 1st finger, 2nd finger
3rd finger, 4th finger
5th finger.

(a) Clear: 1st four fingers as the 5th finger is pressed.

(b) Press:* 1st finger, 2nd finger,
3rd finger, 4th finger.

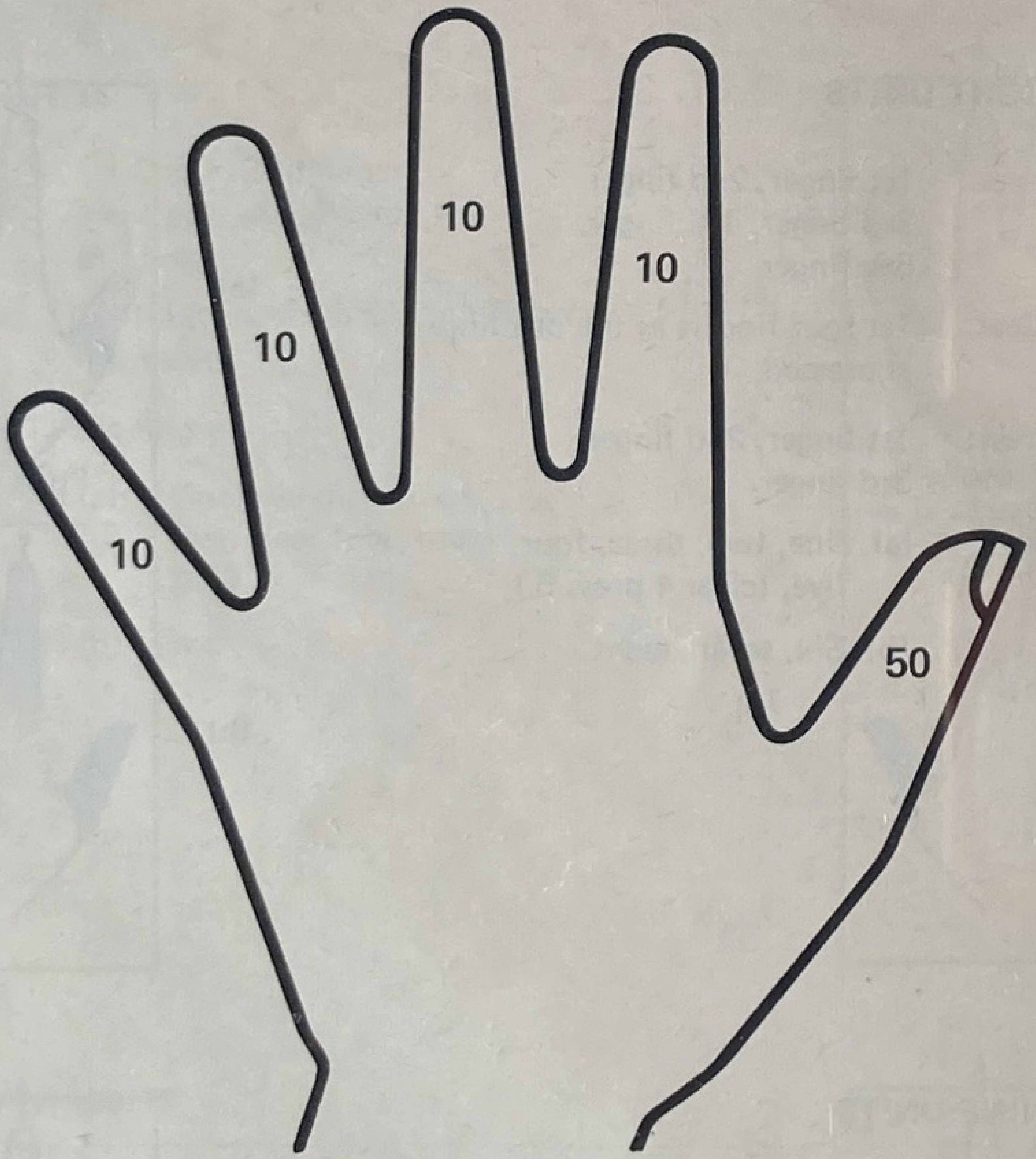
Say: (a) One, two, three, four, five, (clear 4 press 5.)

(b) Six, seven, eight, nine.



*Press fingers one by one in order

REPRESENTING NUMBERS WITH THE LEFT HAND



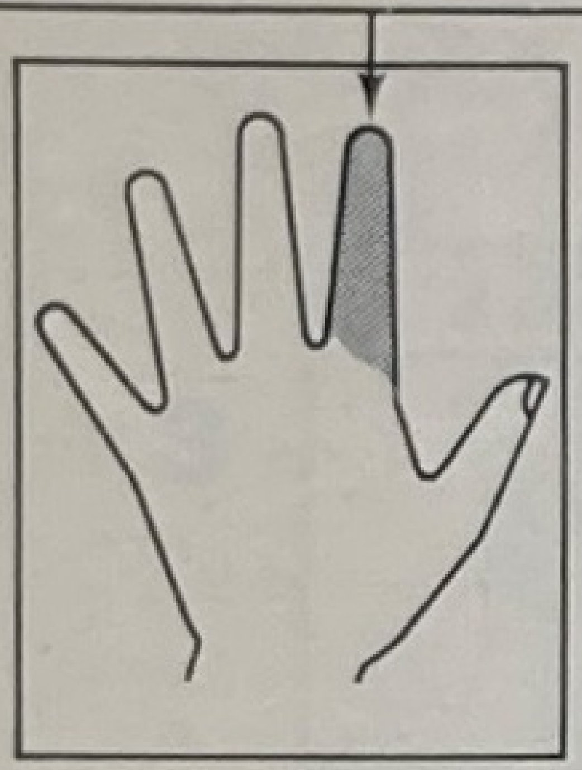
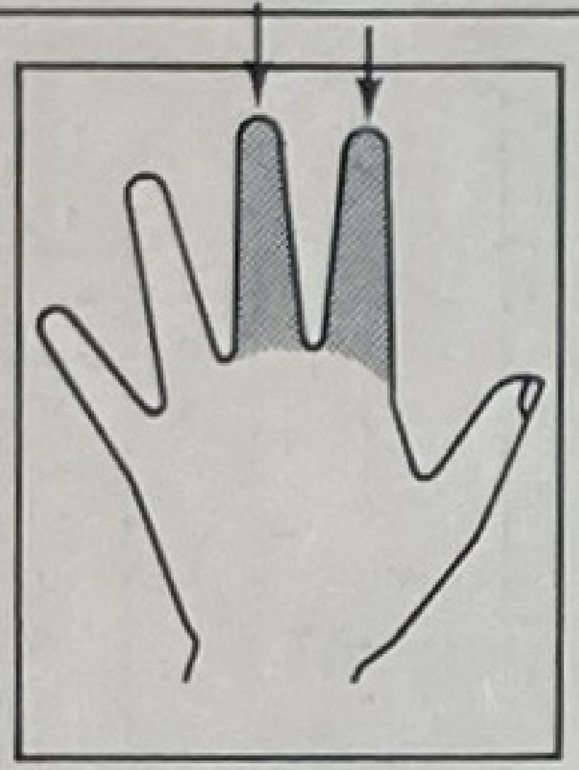
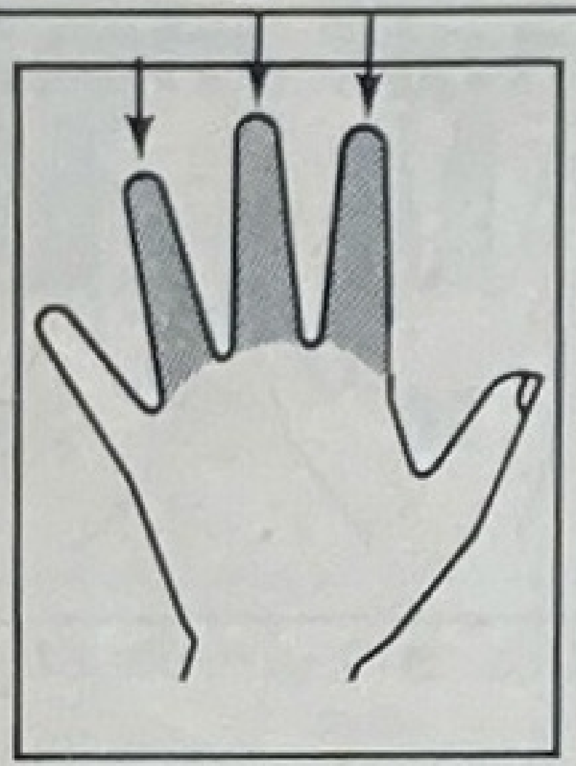
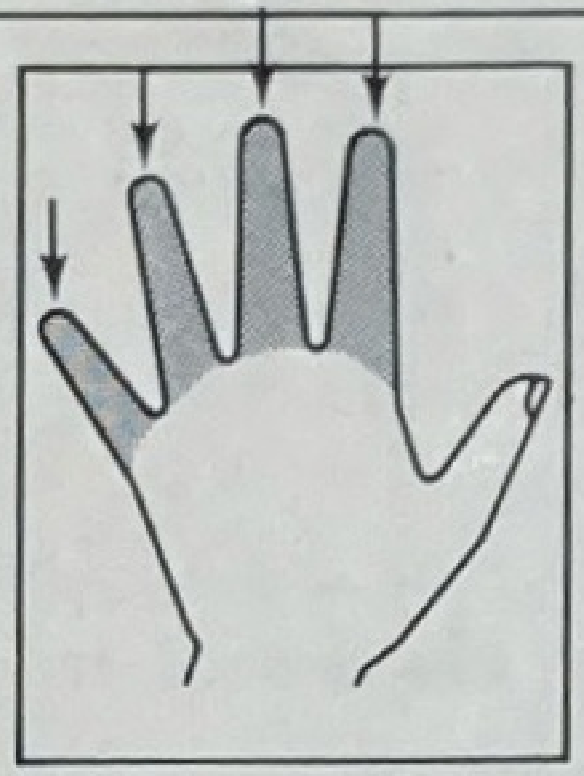
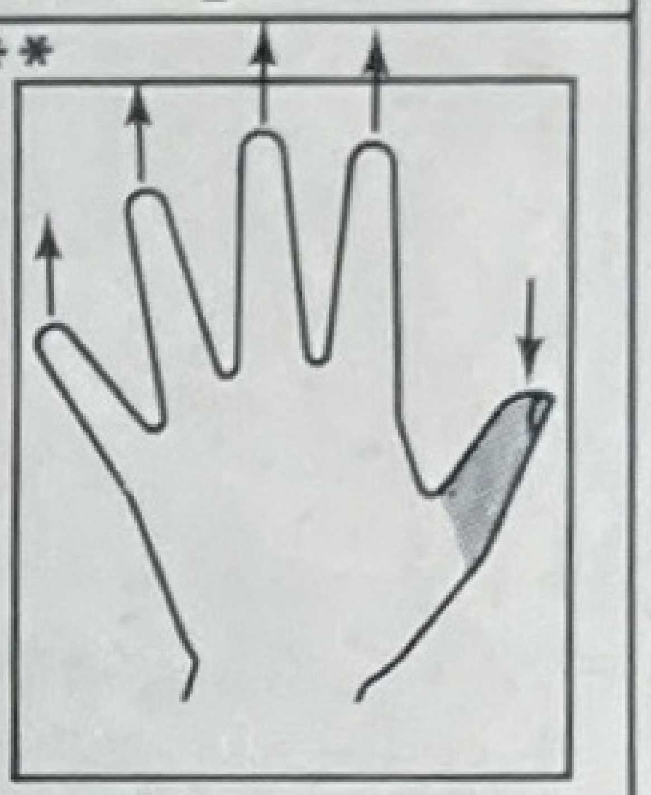
As you can see, each finger of the Left Hand, excluding the thumb has a value of ten units. The left thumb has a value of fifty units.

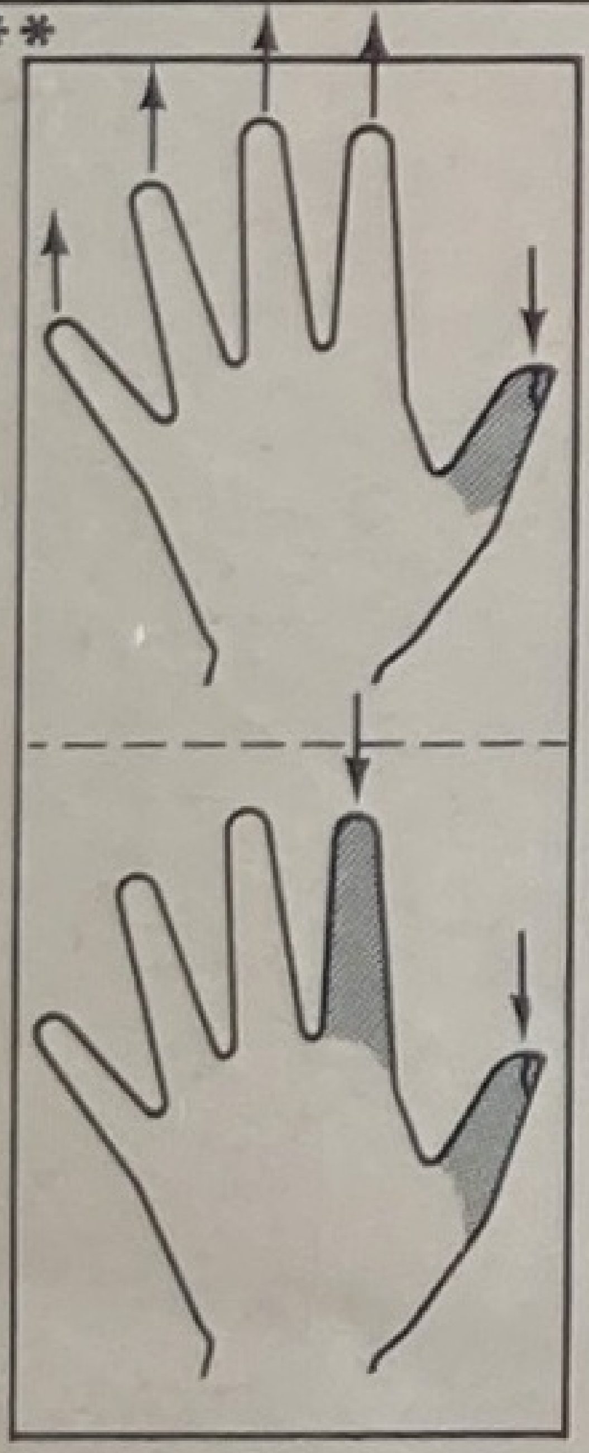
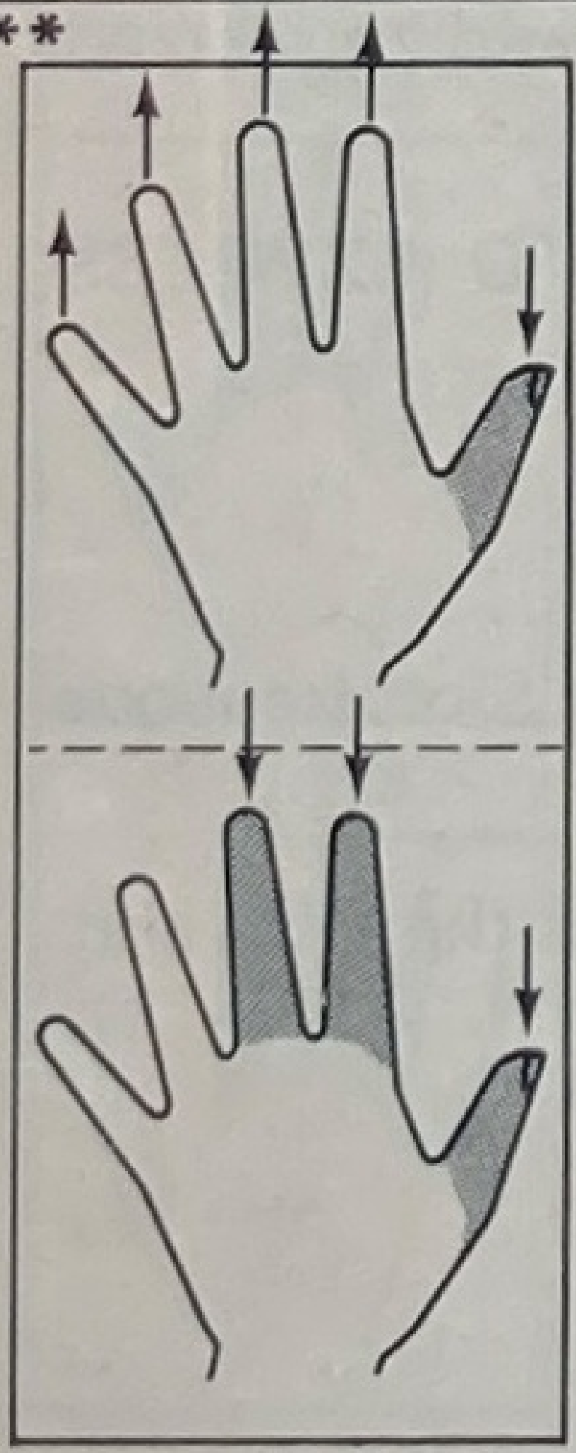
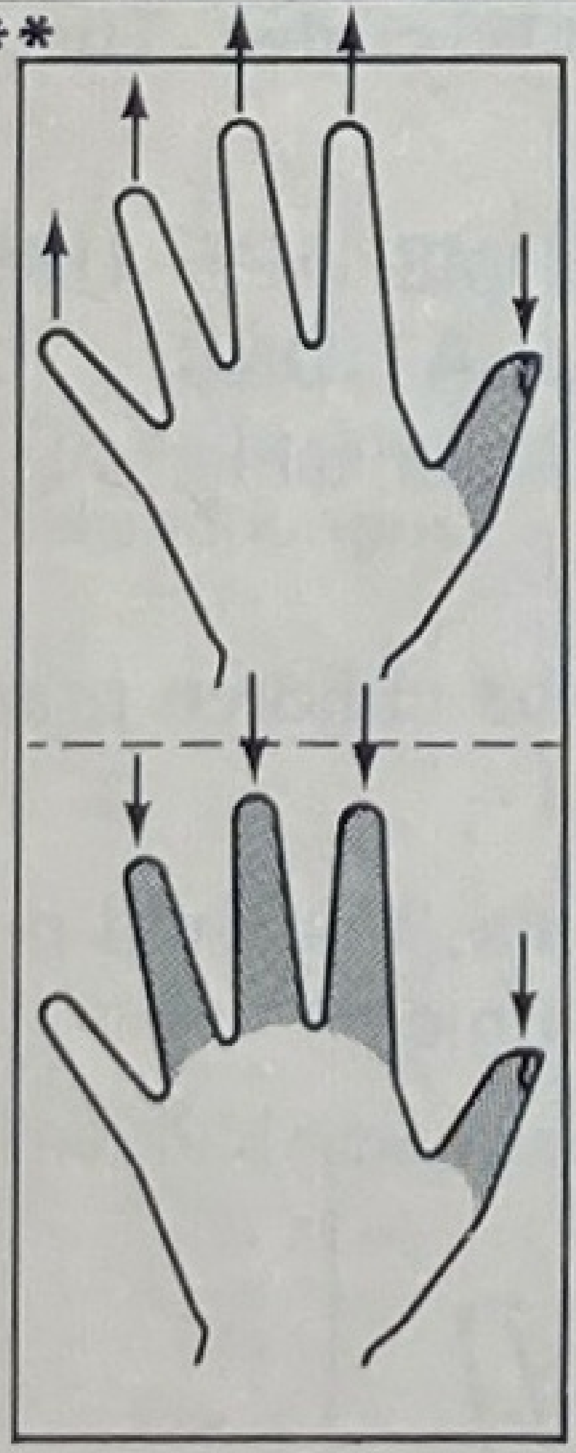
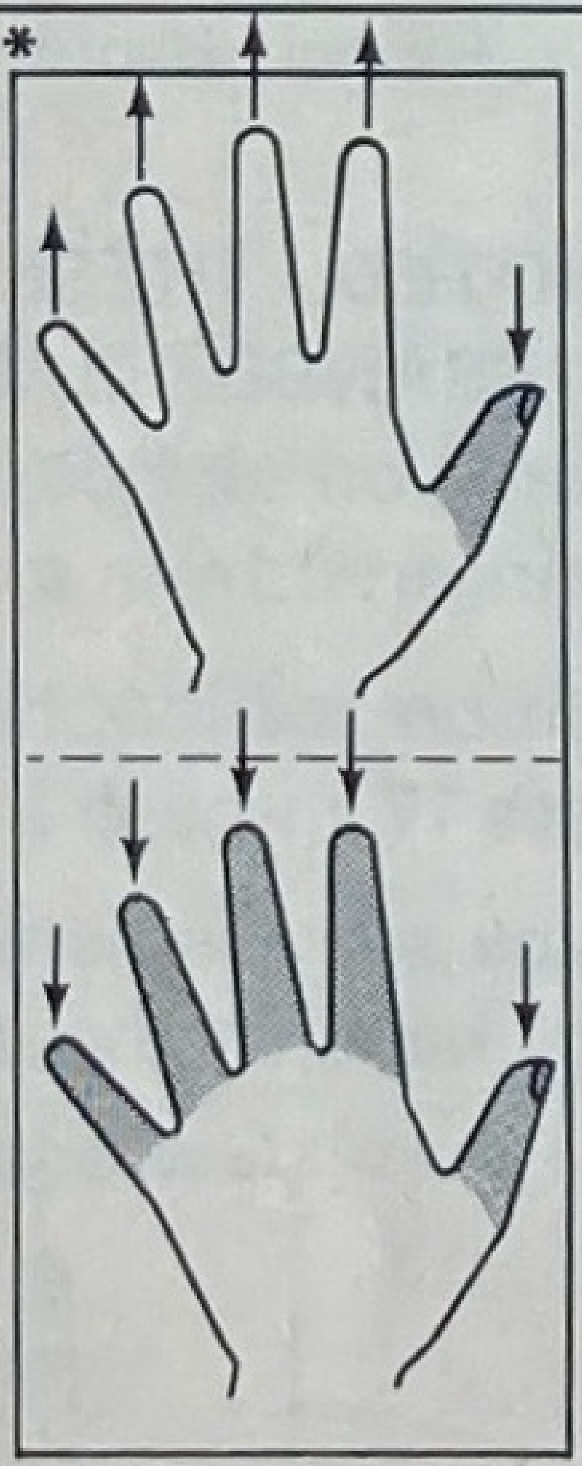
Therefore the number TEN is expressed by pressing the tenth finger; TWENTY is expressed by pressing the tenth and twentieth finger; THIRTY is expressed by pressing the tenth, twentieth and thirtieth fingers; FORTY is expressed by pressing the tenth, twentieth, thirtieth and fortieth fingers.

FIFTY is expressed by pressing the thumb (fiftieth finger) and clearing (lifting) the other fingers. SIXTY is expressed by pressing the fiftieth and tenth fingers, SEVENTY is expressed by pressing the fiftieth, tenth, and twentieth fingers; EIGHTY is expressed by pressing the fiftieth, tenth, twentieth, and thirtieth fingers; and NINETY is expressed when all of the fingers on the left hand are pressed. Thus, the value of the Left hand is NINETY.

All of the values of the left hand are clearly illustrated on the next page.

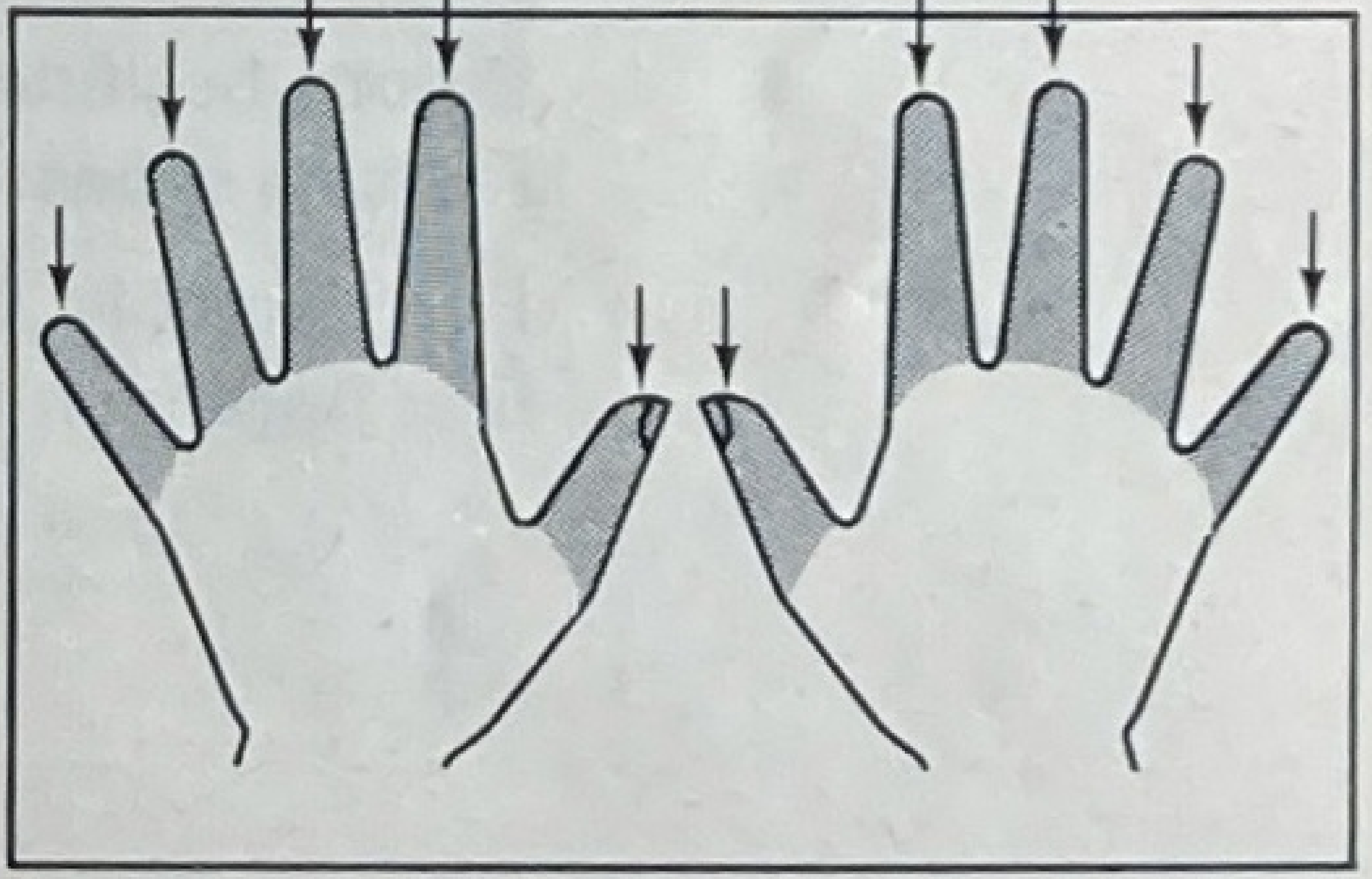
FINGER VALUES ON THE LEFT HAND

	10	20	30	40	50*
	ten units	twenty units	thirty units	forty units	fifty units
					** 
Say:	Onety	Onety Twenty	Onety Twenty Thirty	Onety Twenty Thirty Forty	Onety Twenty Thirty Forty Fifty

60*	70*	80*	90*
sixty units	seventy units	eighty units	ninety units
** 	** 	** 	** 
Onety Twenty Thirty Forty Fifty Sixty	Onety Twenty Thirty Forty Fifty Sixty Seventy	Onety Twenty Thirty Forty Fifty Sixty Seventy Eighty	Onety Twenty Thirty Forty Fifty Sixty Seventy Eighty Ninety

*Press the 10th, 20th, 30th, 40th fingers, and as the fiftieth finger is being pressed, clear the preceeding four fingers simultaneously. When all fingers on both hands are pressed, a total of 99 units is reached

99

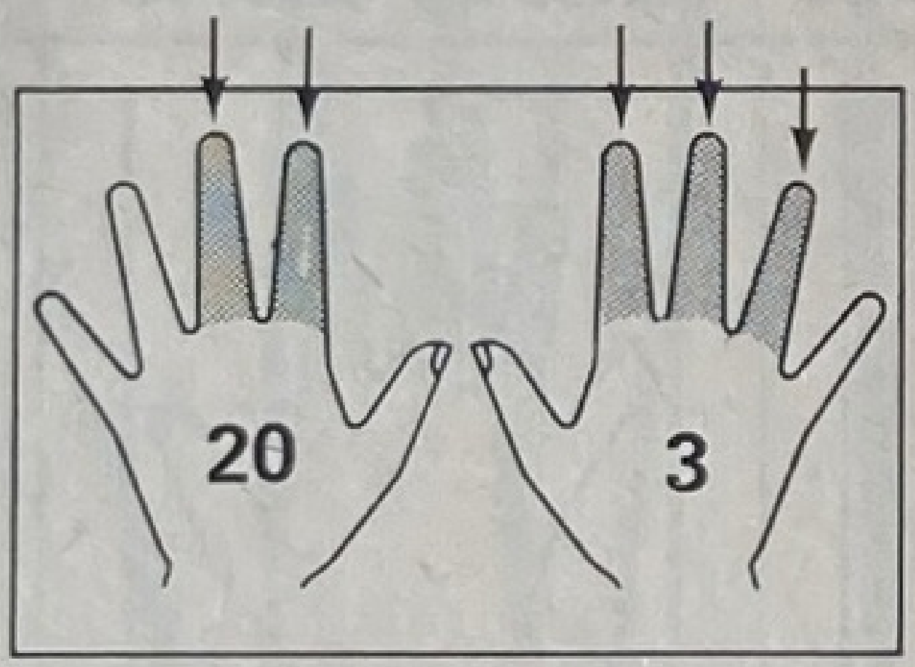


When all fingers on both hands are pressed, a total of 99 units is reached.

** Through press 50 clear 40

This type of finger representation is based on the decimal system. It clearly shows the place value. The left hand represents the tens units, and the right hand represents the ones units. A child reads his hands as he would read the written numbers on paper. The finger value corresponds with the written number. For example the number 23 is expressed as indicated in the diagram.

23



In CHISANBOP, the starting point for the ones units is always established by pressing the index finger of the right hand. The starting point for the tens units is the Index Finger of the left hand.

Before any calculation can begin, children must master the ability to READ their fingers and to press numbers simultaneously. They will learn not only to **see** their numbers, but also **feel** them.

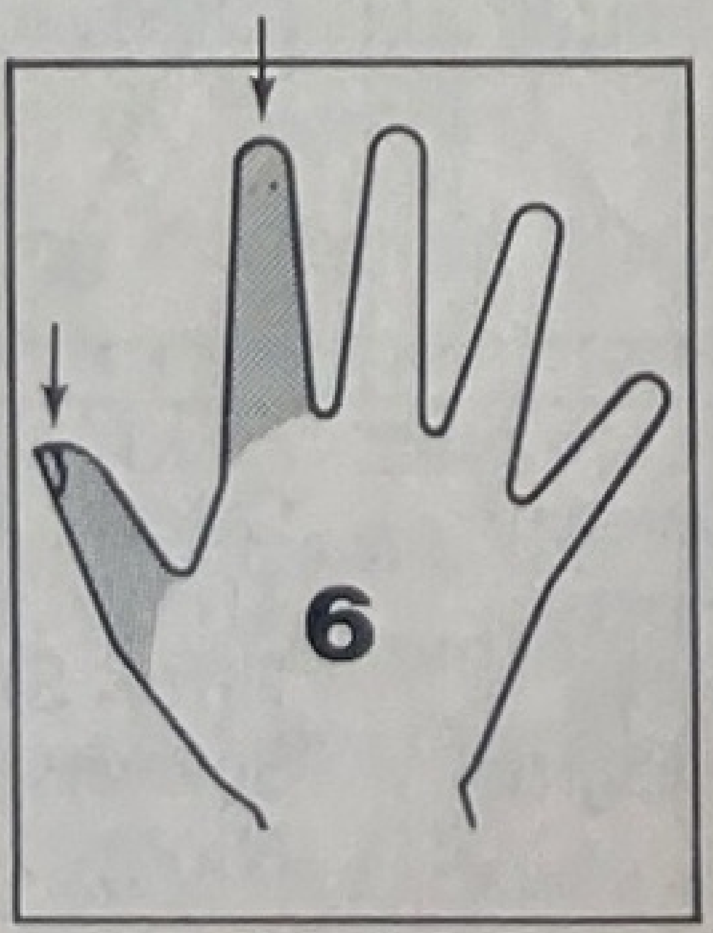
In CHISANBOP, correct positioning of the hands is essential. First, have the child place his fingers above the table, with all fingers extended as if they were playing the piano. Fingers **should not** be curled. They should be relaxed and spread apart.

AS PREVIOUSLY NOTED, THESE TERMS ARE USED TO EXPRESS THE FOLLOWING CHISANBOP MANIPULATIONS:

PRESS: Place finger(s) on surface of desk or table.
CLEAR: Remove finger(s) from surface.

Before beginning addition section, have the children practice Simultaneous Pressing shown on pages 17 through 20.

For Example, when you say the number six, the child presses the fifth and first fingers on the right hand, at the same time.



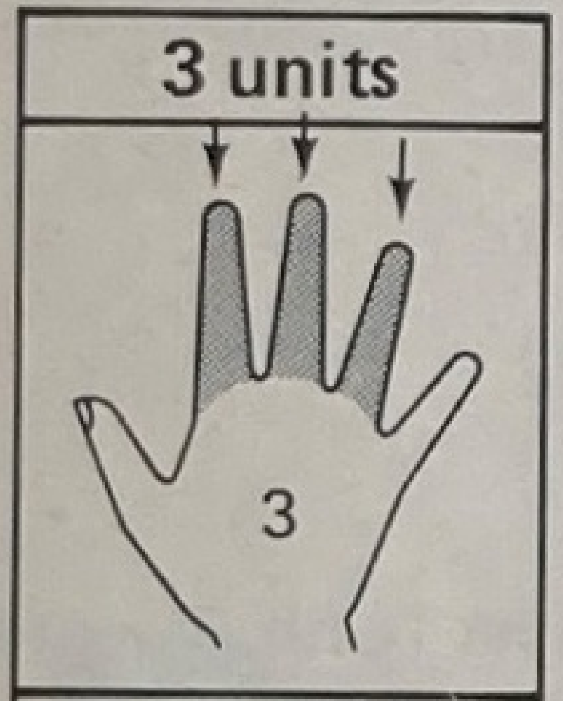
REPRESENTING THE NUMBERS SIMULTANEOUSLY

The following manipulations should be practiced until they become completely automatic:

EXAMPLES:

Right Hand

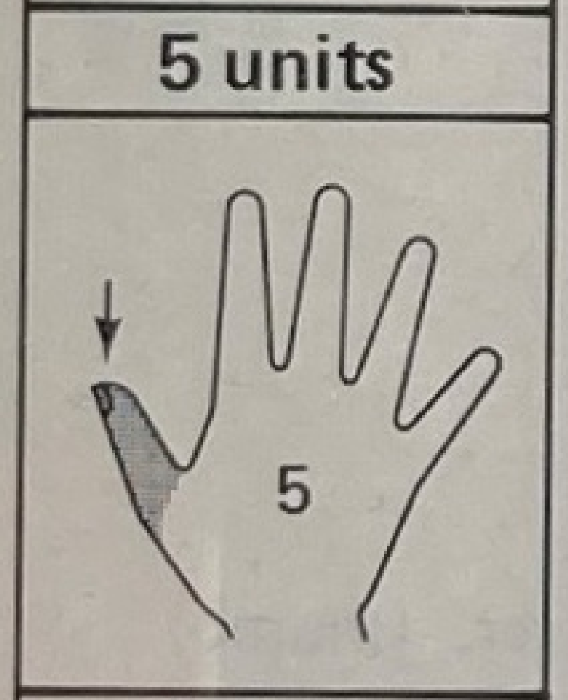
3



3 UNITS

The child simultaneously presses the First, Second and Third Fingers.

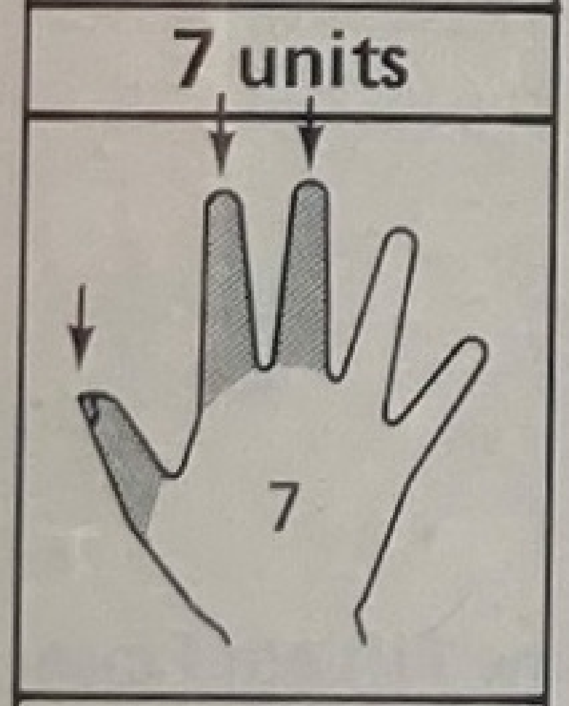
5



5 UNITS

The child presses the Fifth Finger or thumb.

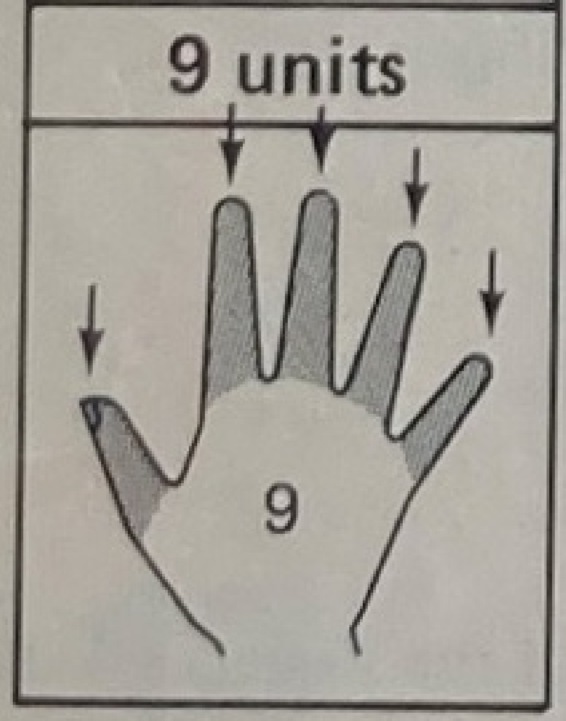
7



7 UNITS

The child simultaneously presses the Fifth Finger (thumb), First and Second Fingers.

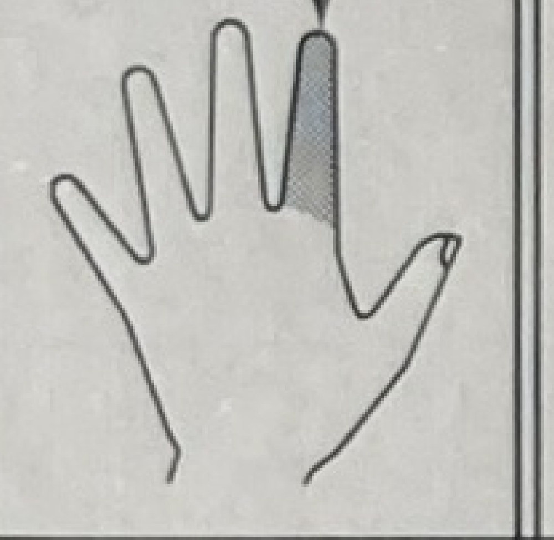
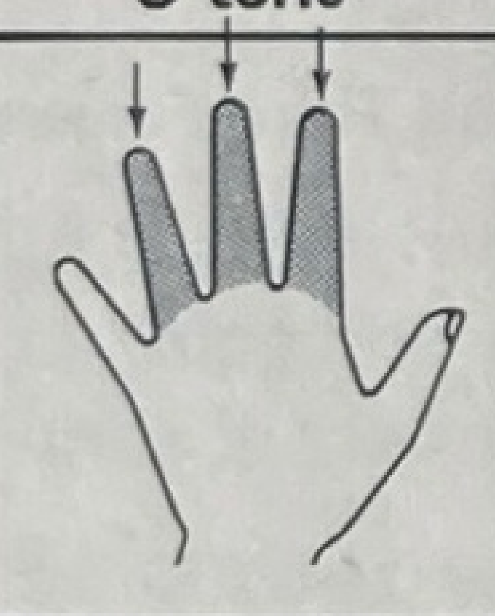
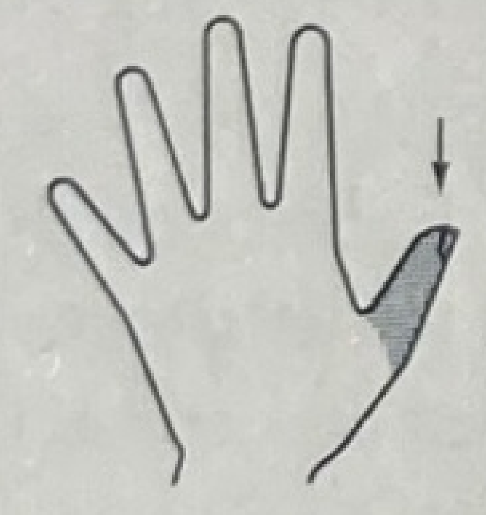
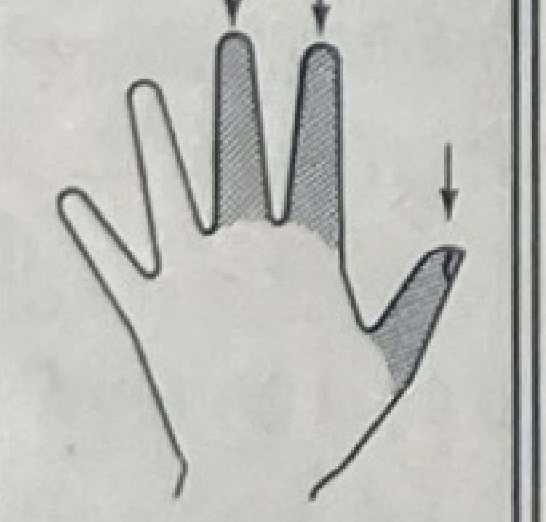
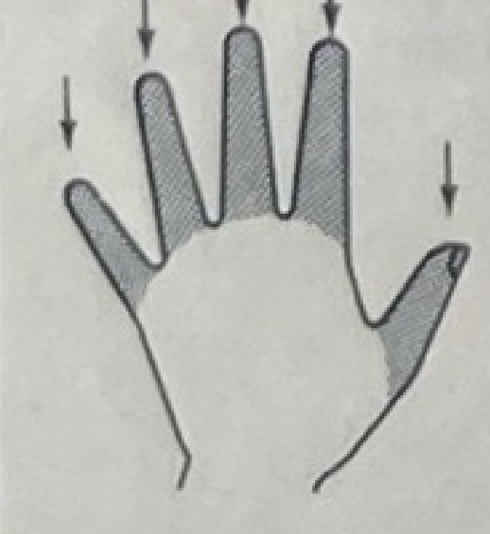
9



9 UNITS

The child simultaneously presses all fingers on right hand.

REPRESENTING THE NUMBERS SIMULTANEOUSLY

	Left	**Right**
	one ten	zero
10		
	3 tens	
30		
	5 tens	
50		
	7 tens	
70		
	9 tens	
90		

Left Hand

10 UNITS

The child presses the Tenth Finger.

30 UNITS

The child simultaneously presses the Tenth, Twentieth and Thiriteth Fingers.

50 UNITS

The child presses the Fiftieth Finger. (thumb)

70 UNITS

The child simultaneously presses the Fiftieth Finger, the Tenth Finger and the Twentieth Finger.

90 UNITS

The child simultaneously presses all the fingers on the Left Hand.

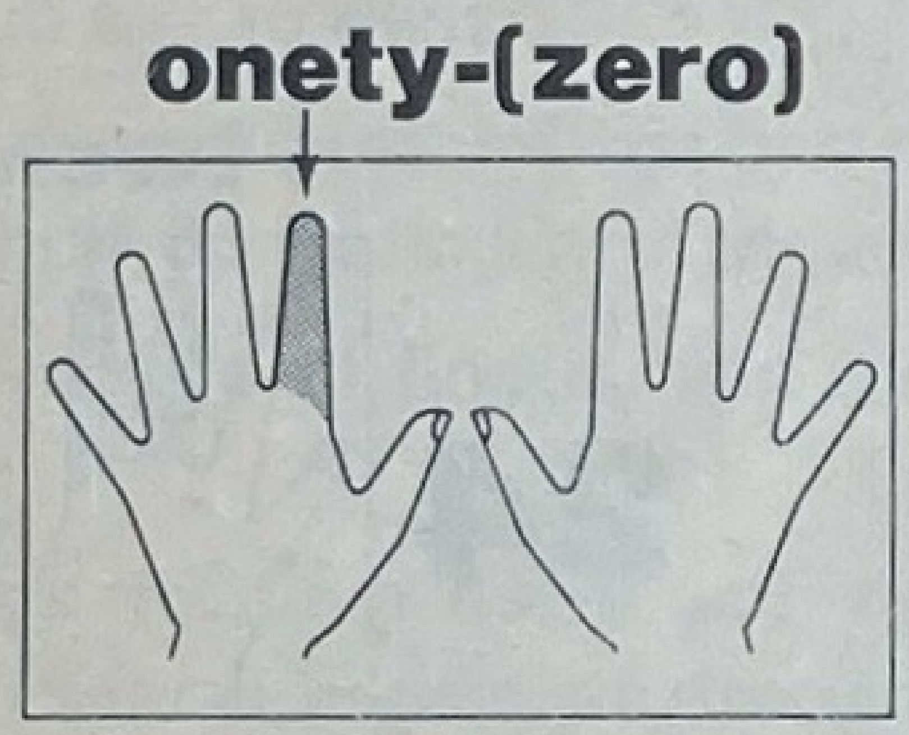
REPRESENTING NUMBERS SIMULTANEOUSLY WITH BOTH HANDS.

After the Left Hand is established, children should now begin to practice using both hands simultaneously. For very young children, it is sufficient that they can perform the manipulations up to twenty. Older children should practice exercises up to the number 99.

Both Hands

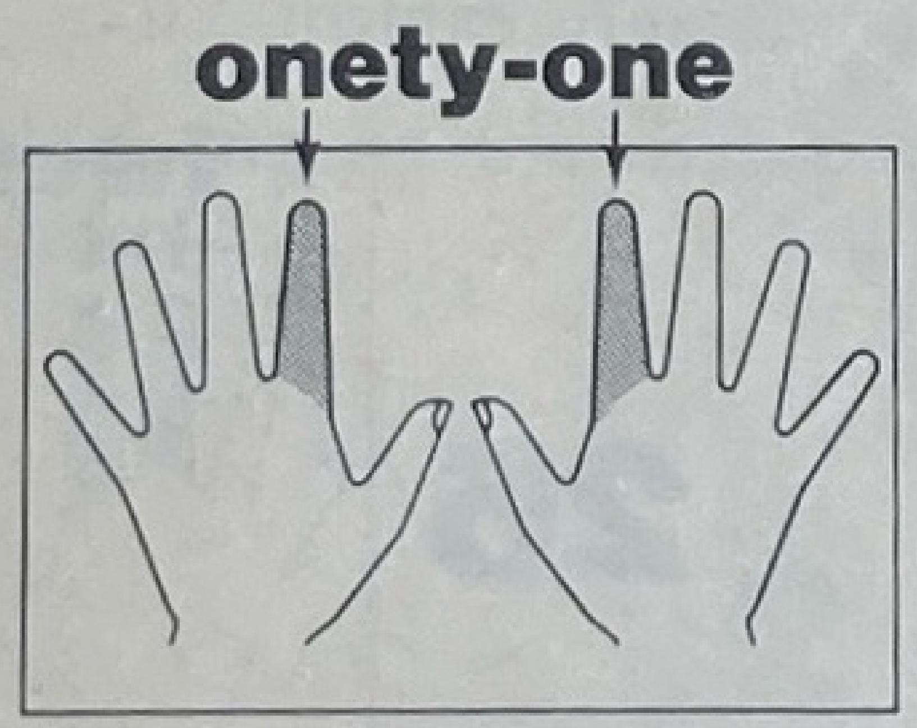
Following are examples of representations of both hands. The fingers of each hand should be Pressed simultaneously, the Left Hand may precede the Right since this is the number they first hear.

10



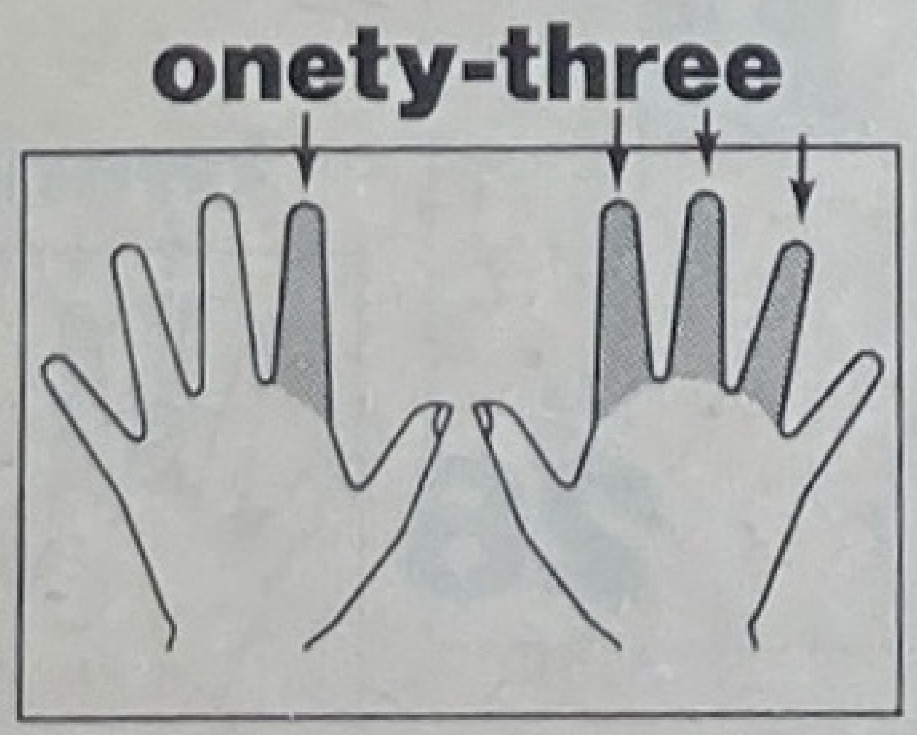
10 UNITS
Press 10th finger, clear right hand.

11



11 UNITS
Simultaneously press 10th finger and 1st finger

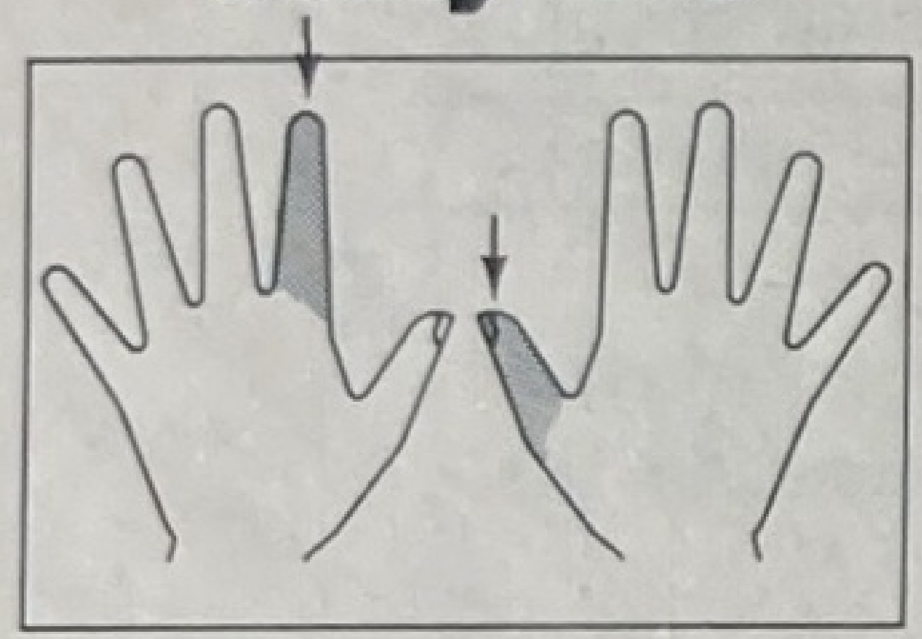
13



13 UNITS
Simultaneously press 10th, 1st, 2nd and 3rd fingers

onety-five

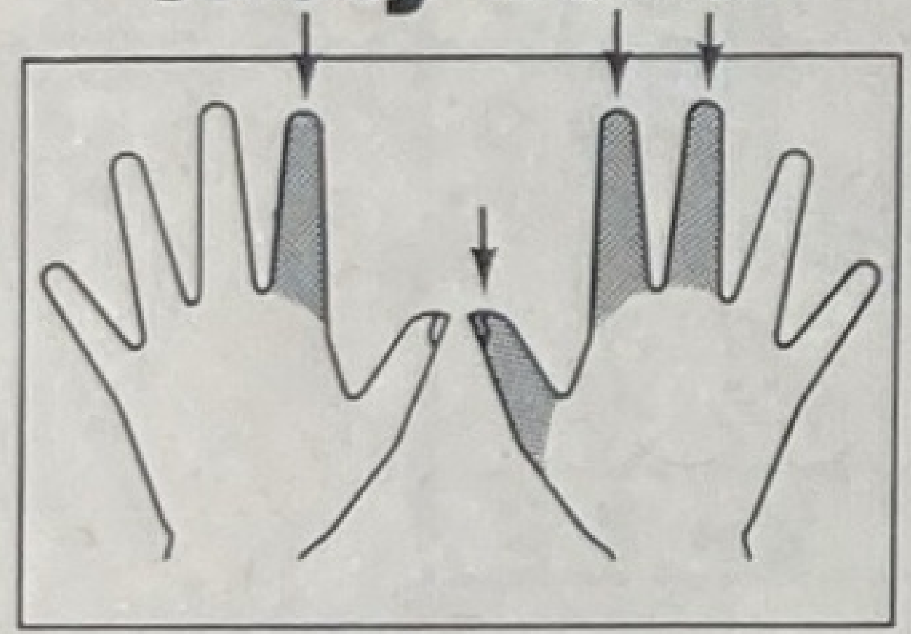
15



15 UNITS
Simultaneously press
10th and 5th fingers

onety-seven

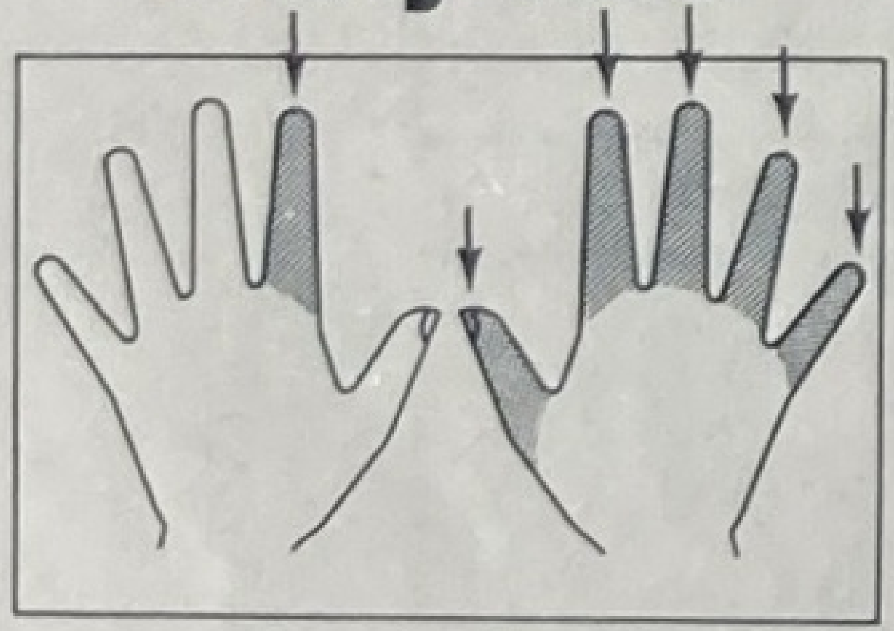
17



17 UNITS
Simultaneously press
10th, 5th, 1st and
2nd fingers.

onety-nine

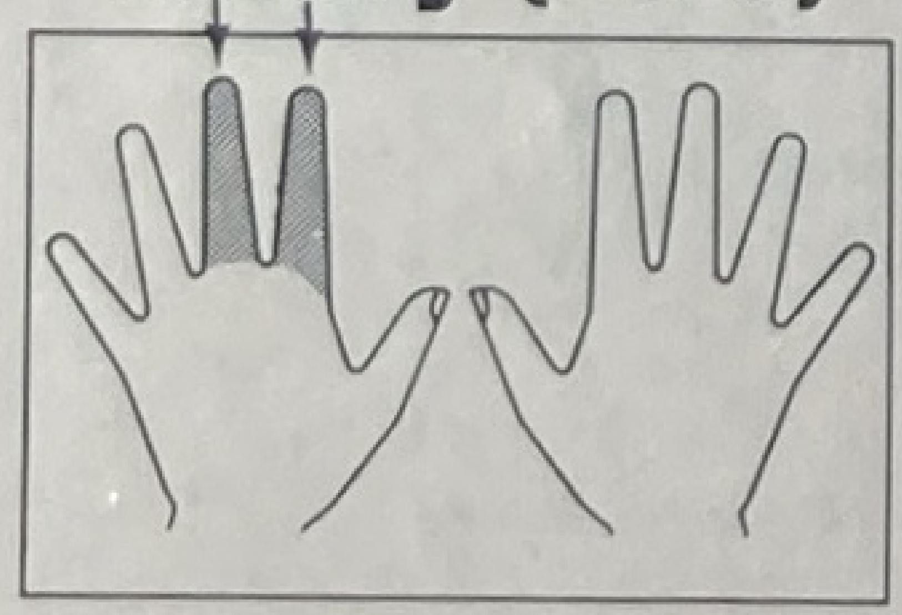
19



19 UNITS
Simultaneously press
10th, 5th, 1st 2nd,
3rd and 4th fingers

twenty-(zero)

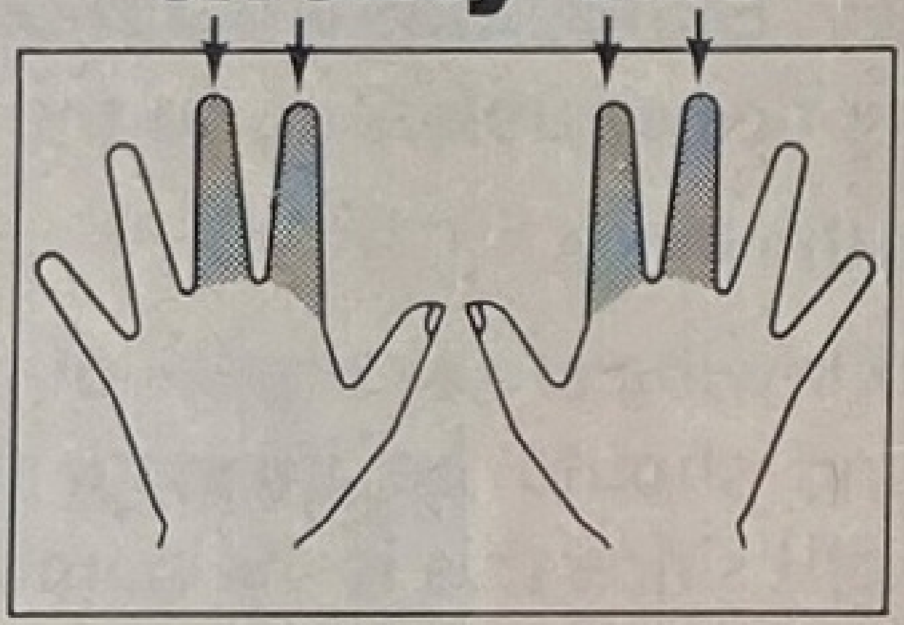
20



20 UNITS
Simultaneously press
10th and 20th fingers.

twenty-two

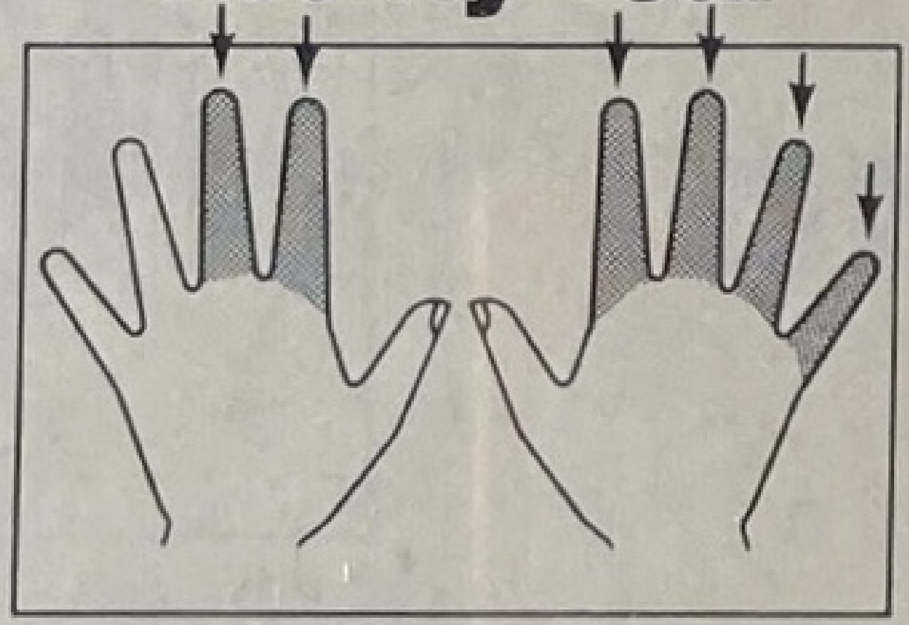
22



22 UNITS
Simultaneously press
10th, 20th; 1st and
2nd fingers.

twenty-four

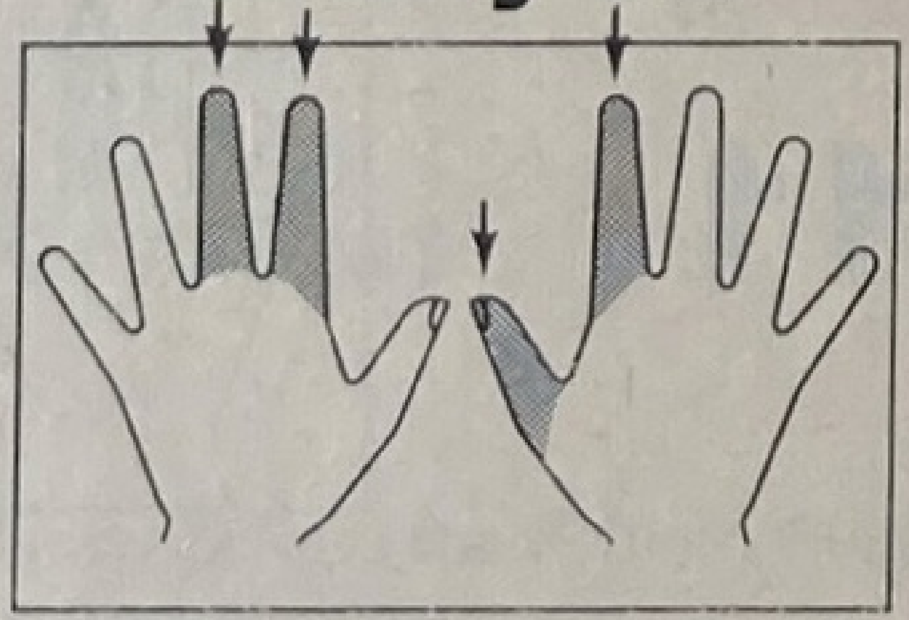
24



24 UNITS
Simultaneously press
10th, 20th; 1st, 2nd,
3rd and 4th fingers.

twenty-six

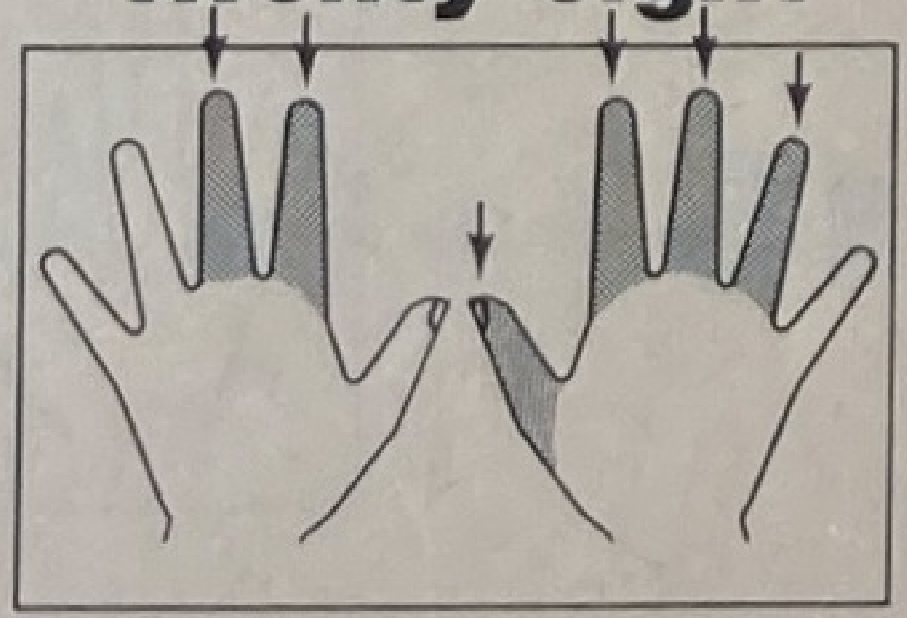
26



26 UNITS
Simultaneously press
10th, 20th; 5th and 1st
fingers.

twenty-eight

28



28 UNITS
Simultaneously press
10th, 20th; 5th, 1st,
2nd and 3rd fingers.

Stage 1 Addition—Calculations

(Adding one-by-one or unit by unit.)

Pressing the fingers in order is the key principle here. The child must always begin with the Index Finger of the right hand (first finger) and then proceed in order from left to right.

In Stage 1 of addition, to reach from one to four, the child presses the First, Second, Third, and Fourth fingers in sequence.

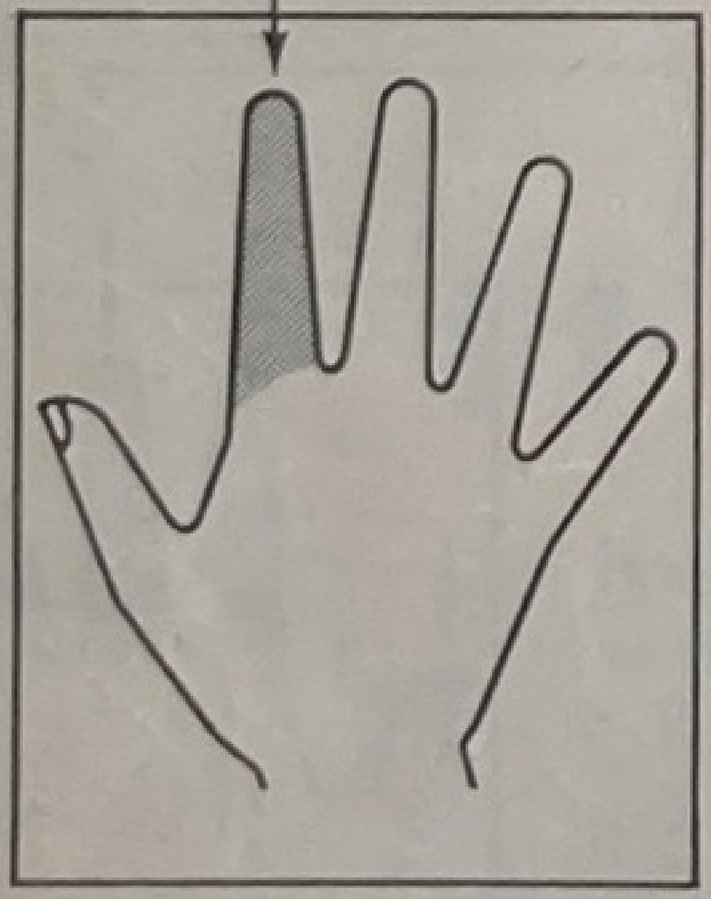
To reach five, he clears all fingers and presses the thumb of the right hand (fifth finger).

To reach from six to nine, the thumb remains pressed, and then the first, second, third and fourth fingers are pressed in sequence again.

In this stage we say the numbers one-by-one as we press each finger because we are adding unit by unit. In other words, press one-by-one saying "one, two, three, four", instead of pressing four simultaneously.

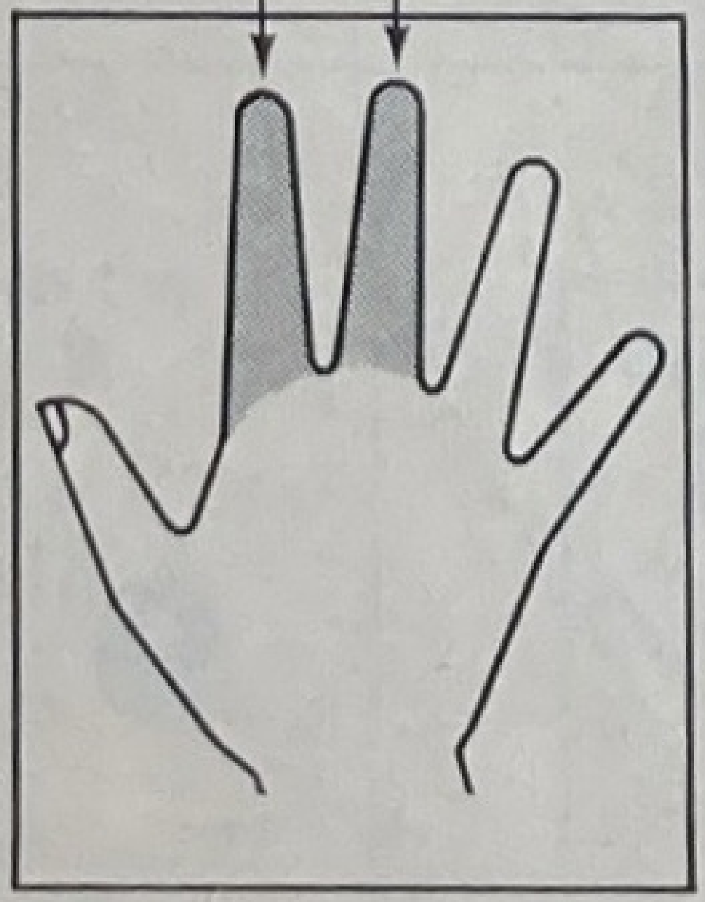
The diagrams below and on the next page illustrate the process of adding one-by-one up to nine.

1



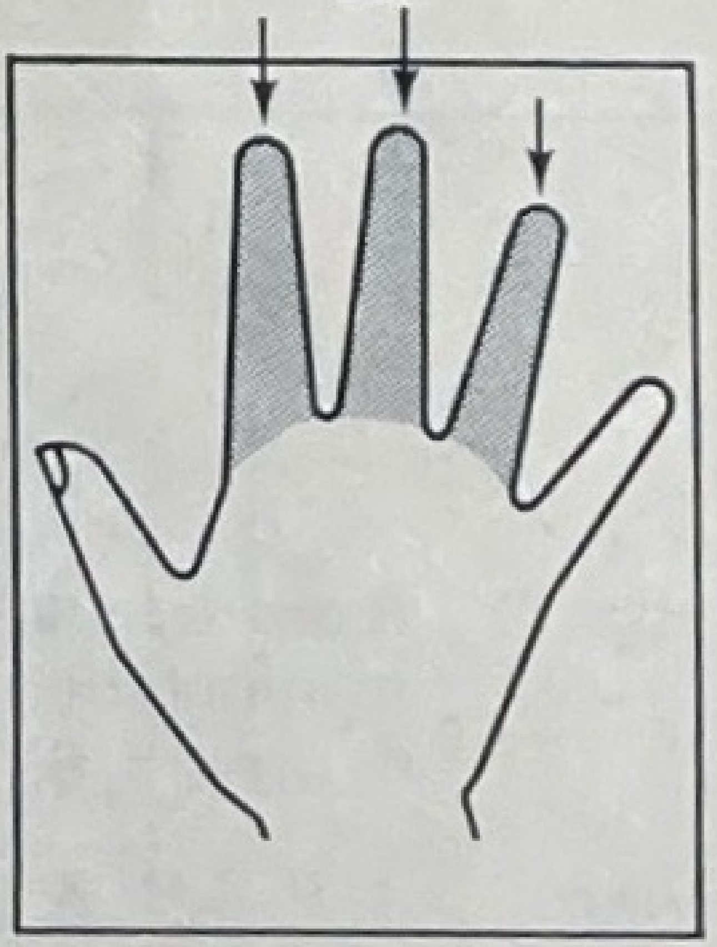
Press: 1
Saying: 1

2



Press: 2 one-by-one
Saying 1, 2

3

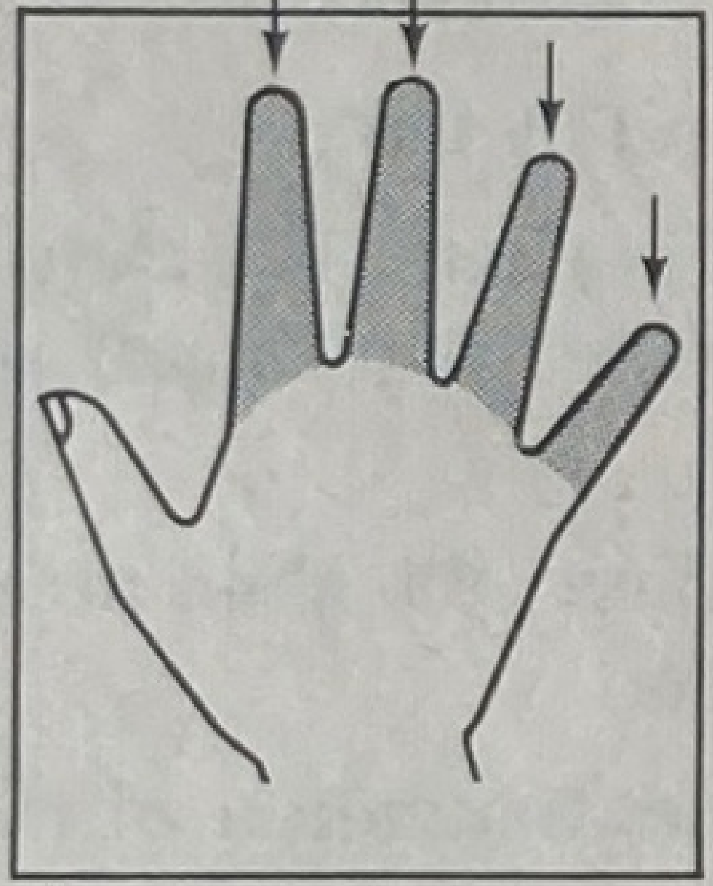


Press: 3 one-by-one
Saying 1, 2, 3

4

Press: 4, one-by-one.

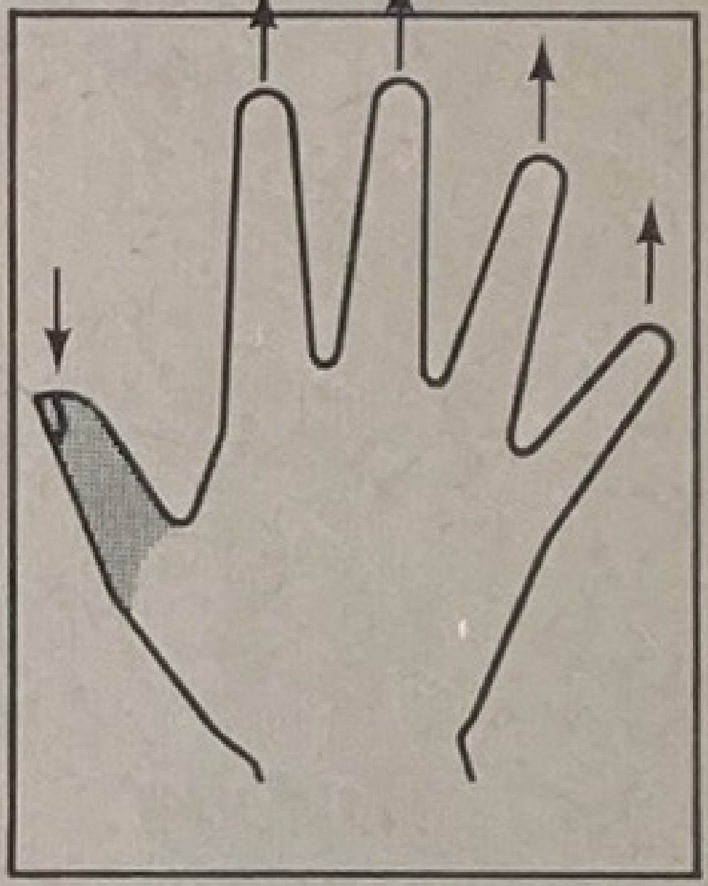
Saying: 1, 2, 3, 4.



5

Press: 5 one-by-one through manipulation of clear 4, press 5.

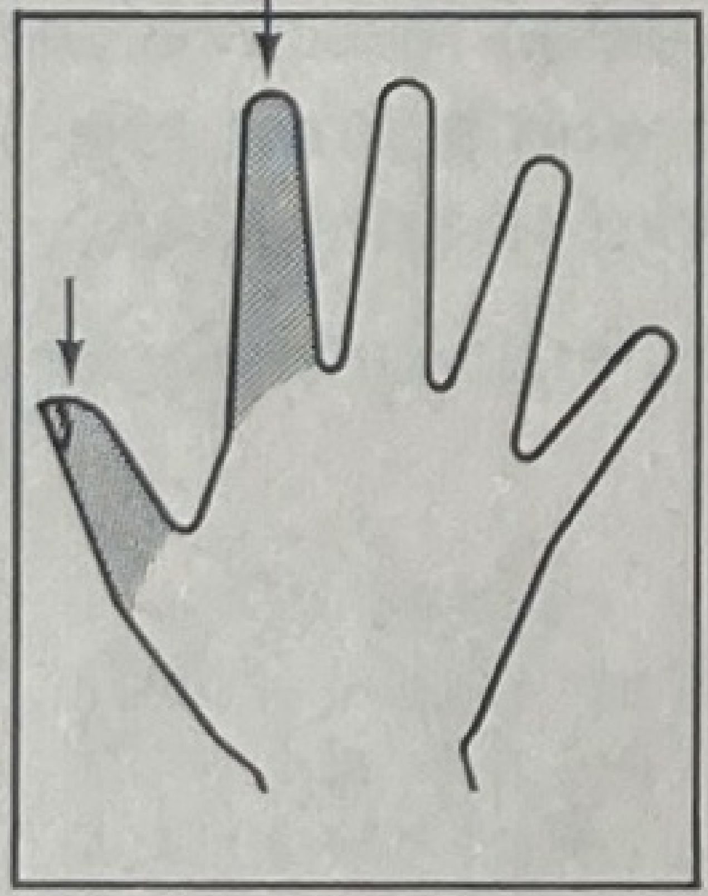
Saying: 1, 2, 3, 4, 5.



6

Press: 6 one-by-one through manipulation of clear 4, press 5, 6.

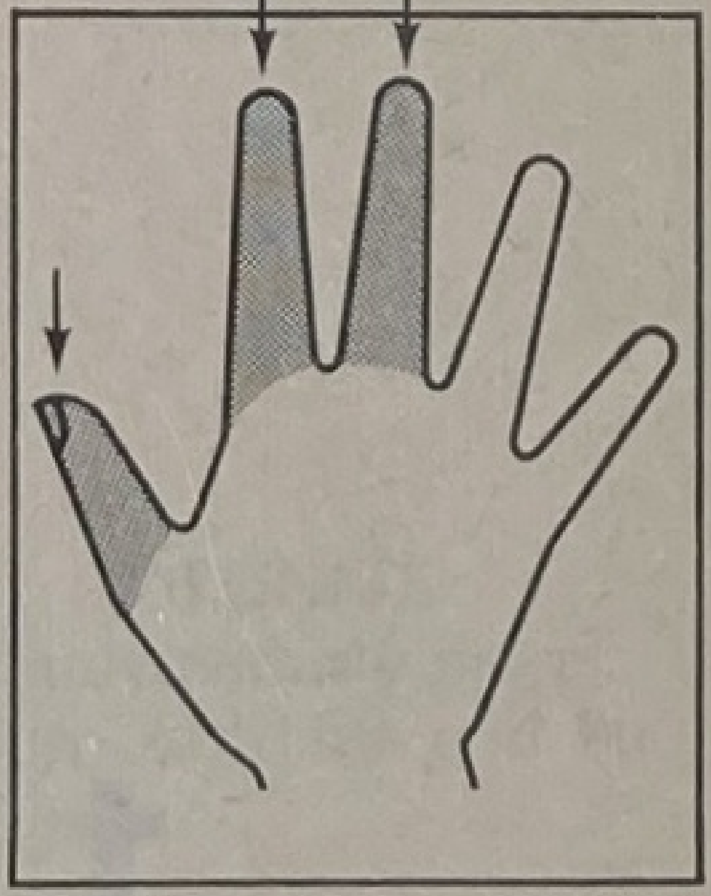
Saying 1, 2, 3, 4, 5, 6



7

Press: 7 one-by-one through manipulation of clear 4 press 5, 6, 7.

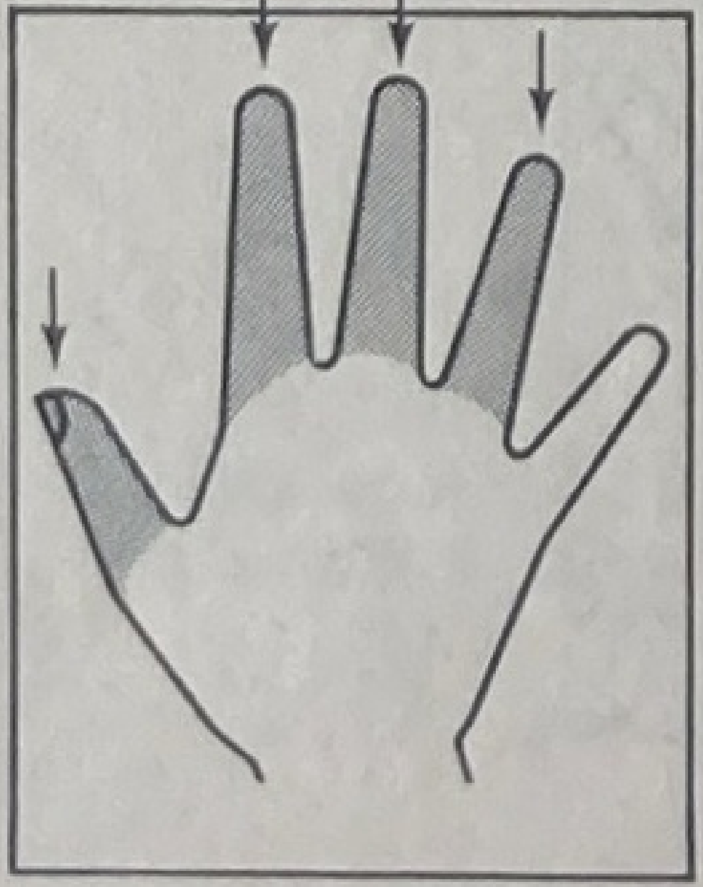
Saying: 1, 2, 3, 4, 5, 6, 7.



8

Press: 8 one-by-one through manipulation of clear 4, press 5, 6, 7, 8.

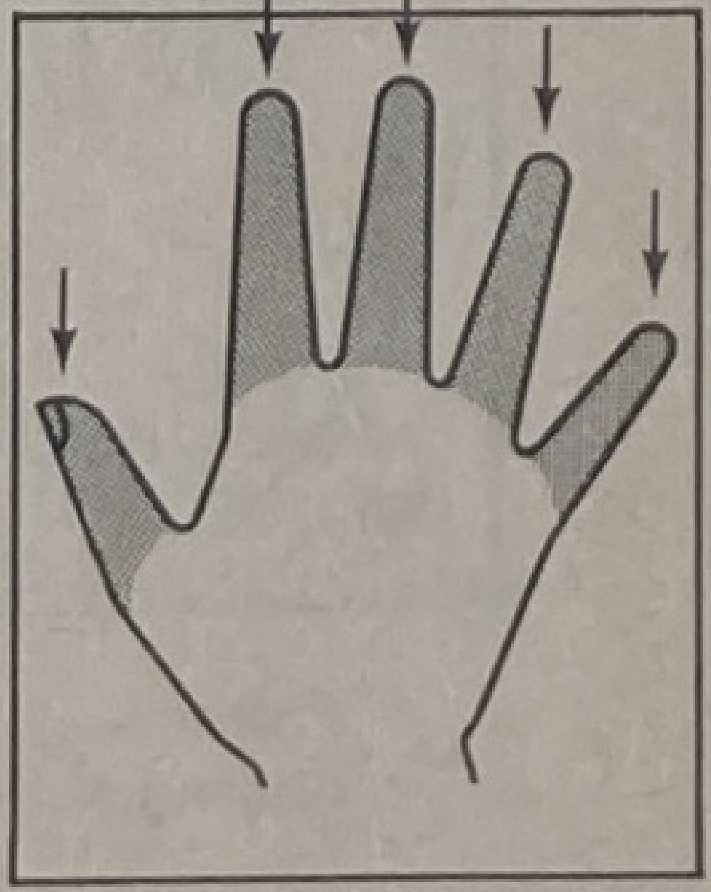
Saying: 1, 2, 3, 4, 5, 6, 7, 8.



9

Press: 9 one-by-one through manipulation of clear 4, press 5, 6, 7, 8, 9.

Saying: 1, 2, 3, 4, 5, 6, 7, 8, 9.



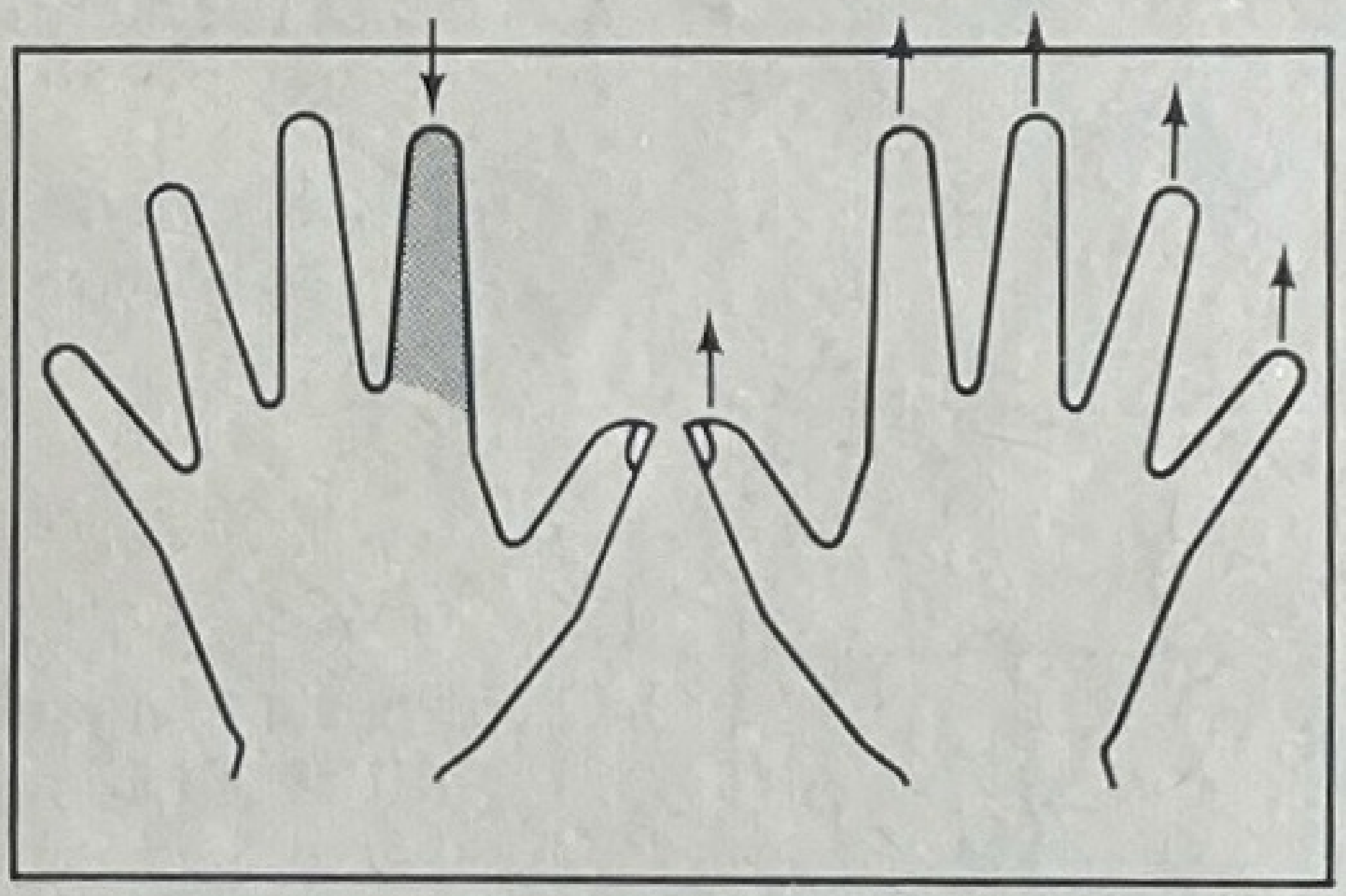
After we establish the numbers from one to nine, we then teach the child how to reach the number "onety.. (ten). We do this by saying to them, "When no fingers on the right hand are available (that is, all of the fingers on the right hand are pressed), we press our Tenth finger (left index finger) and clear all the fingers on the right hand at the same time." To establish onety-one (11), we keep the Tenth finger pressed, and go back to the Units hand and press the First finger. We continue in this manner until we have reached onety-nine (19). To establish twenty, clear all fingers on the right hand and at the same time press the Twentieth finger while keeping the Tenth finger pressed. The diagrams below and on the next two pages illustrate the manipulations of adding one-by-one up to 20.

Adding One by One up to 20

10

Press: 10 one-by-one through the manipulation of Clear 9, press 10.

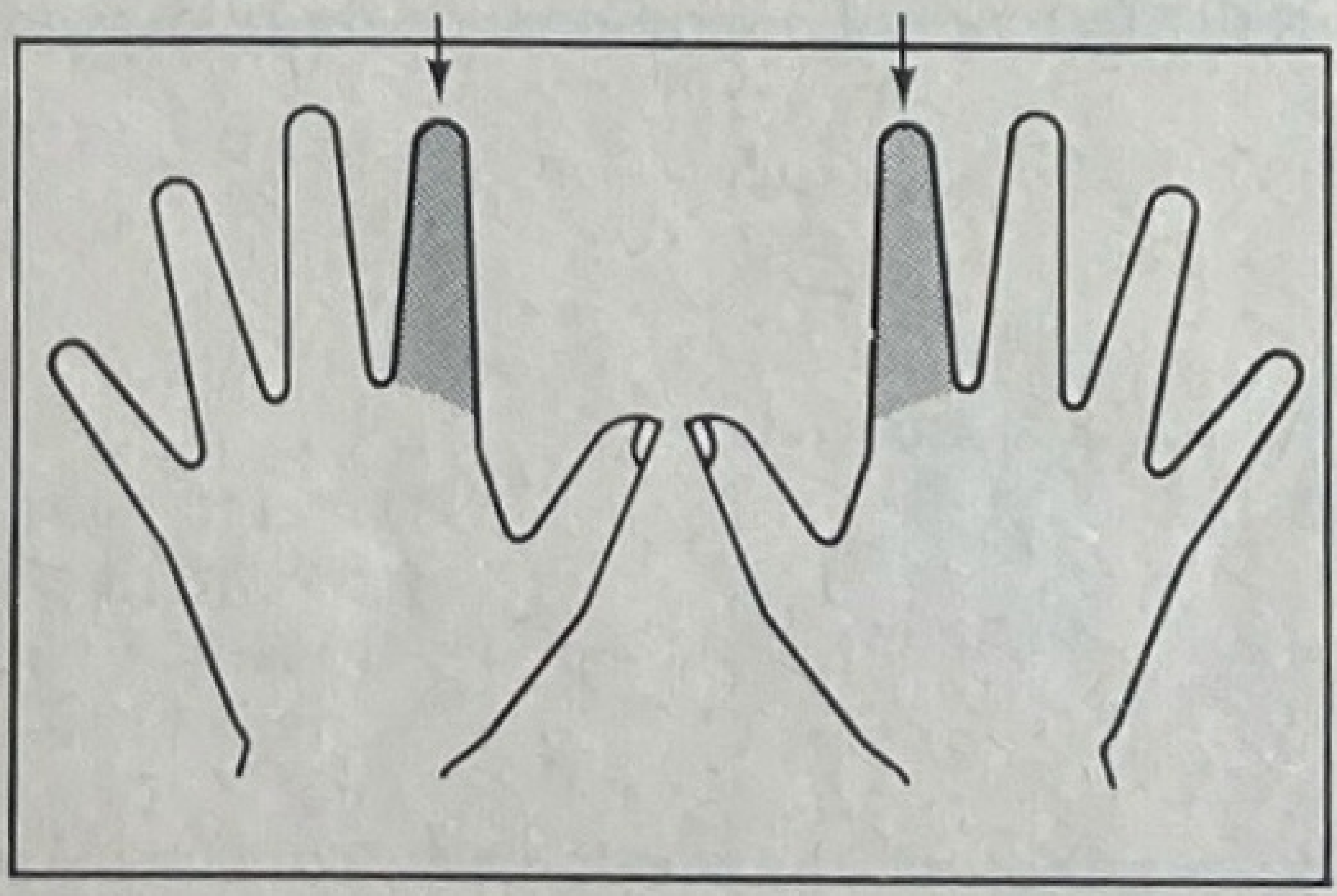
Saying: 1, 2, 3, 4, 5, 6, 7, 8, 9, onety.



11

Press: 11 one-by-one through the manipulation of Clear 9, press 10, 11.

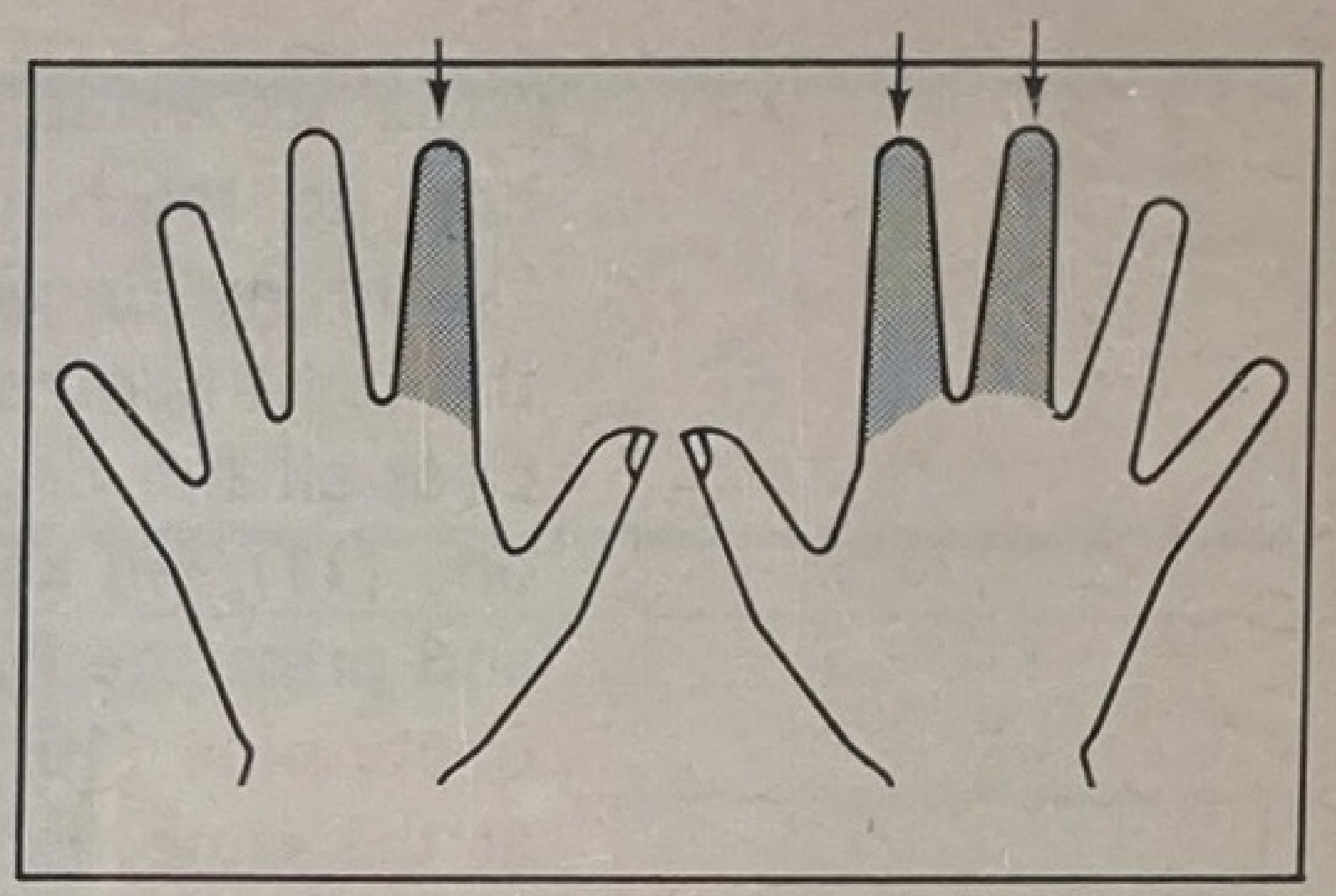
Saying: 1, 2, 3, 4, 5, 6, 7, 8, 9, onety, onety-one.



12

Press: 12 one-by-one through the manipulation of clear 9 press 10, 11, 12.

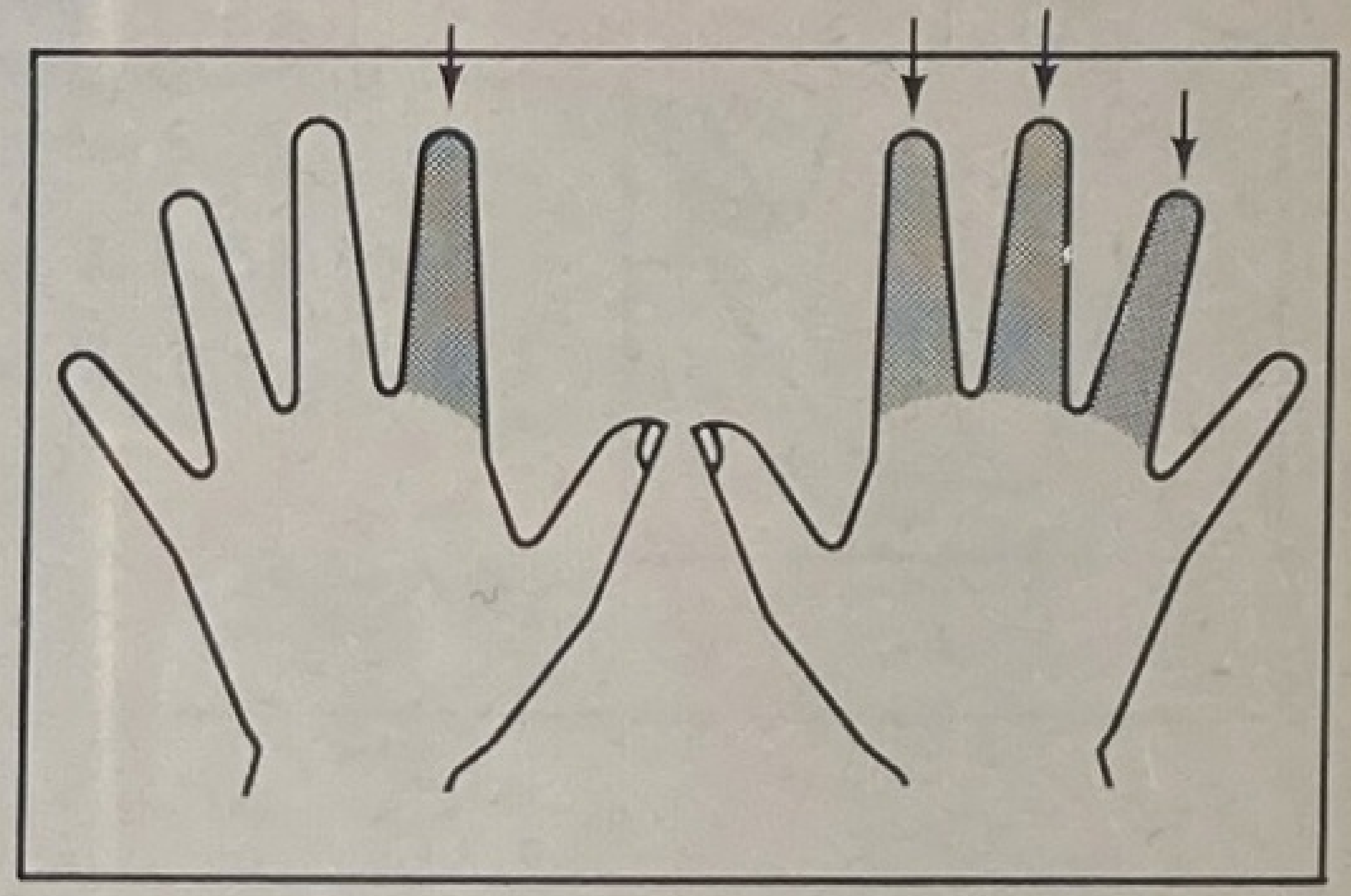
Saying: 1, 2, 3, 4, 5, 6, 7, 8, 9, onety, onety-one, onety-two.



13

Press: 13 one-by-one through manipulation of clear 9 press 10, 11, 12, 13.

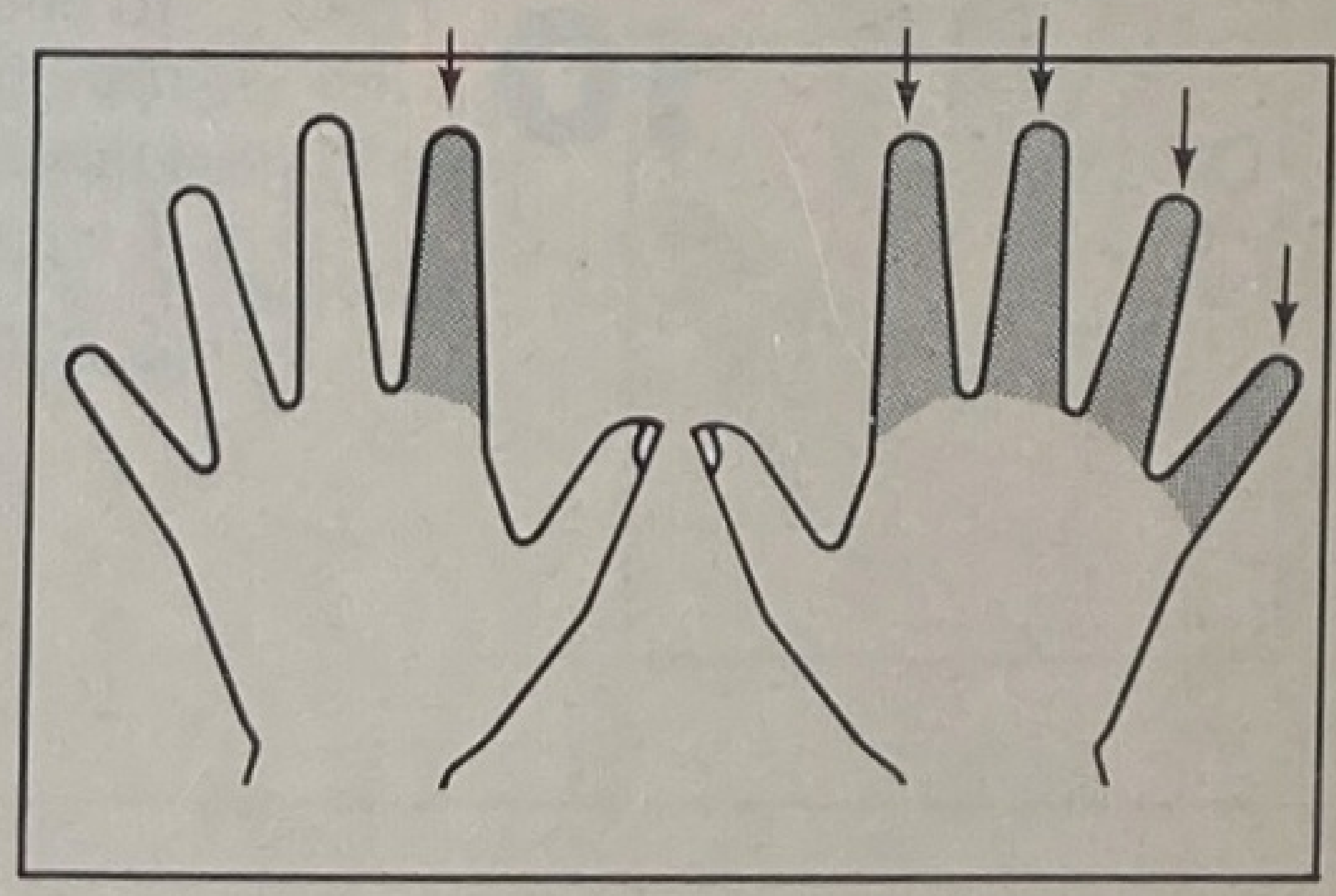
Saying: 1, 2, 3, 4, 5, 6, 7, 8, 9, onety, onety-one, onety-two, onety-three.



14

Press: 14 one-by-one through manipulation of clear 9 press 10, 11, 12, 13, 14.

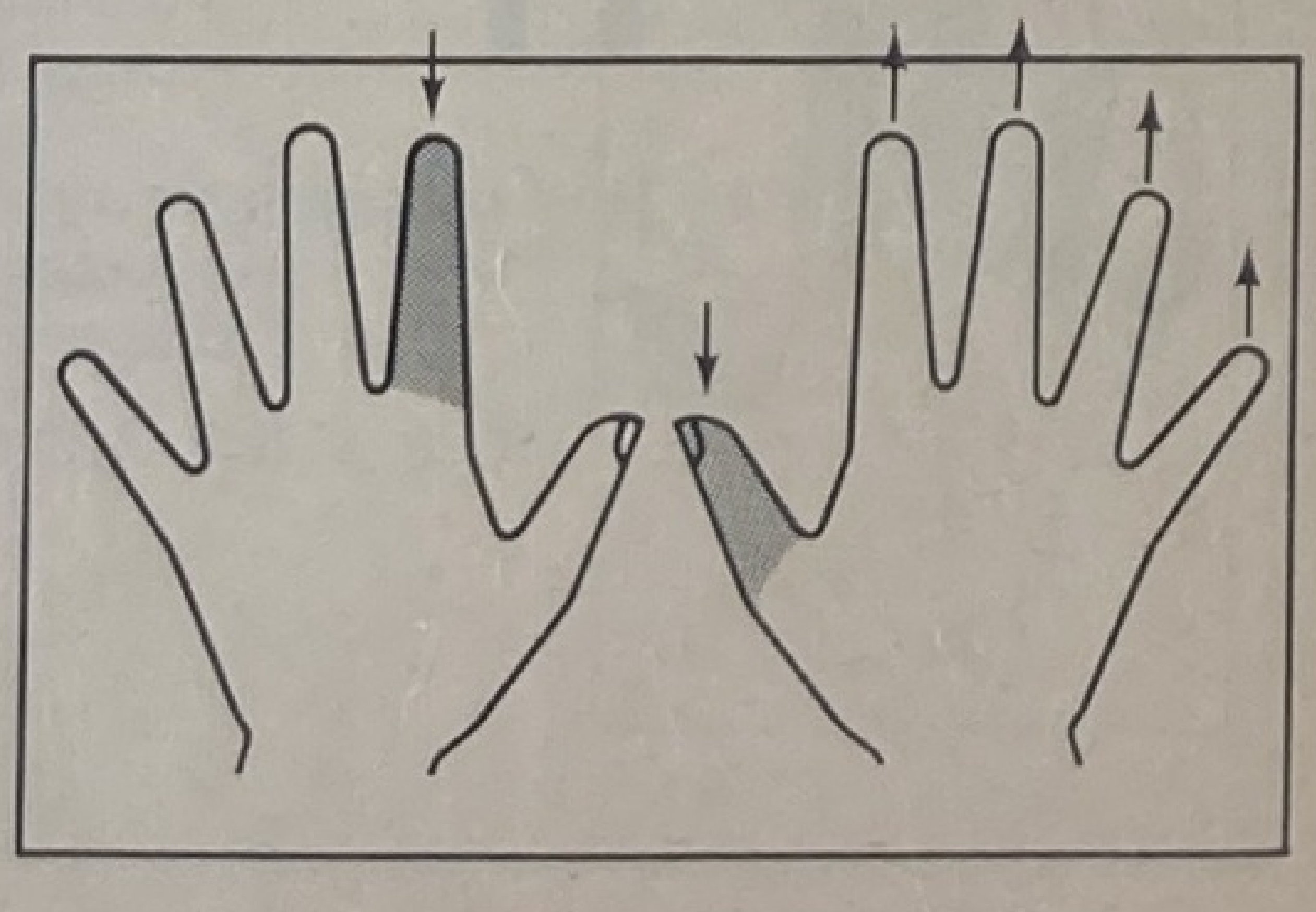
Saying: 1,2,3,4,5,6,7,8,9, onety, onety-one, onety-two, onety-three, onety-four.



15

Press: 15 one-by-one through the manipulation of clear 9 press 10, 11, 12, 13, 14, (clear 4 press 5) 15.

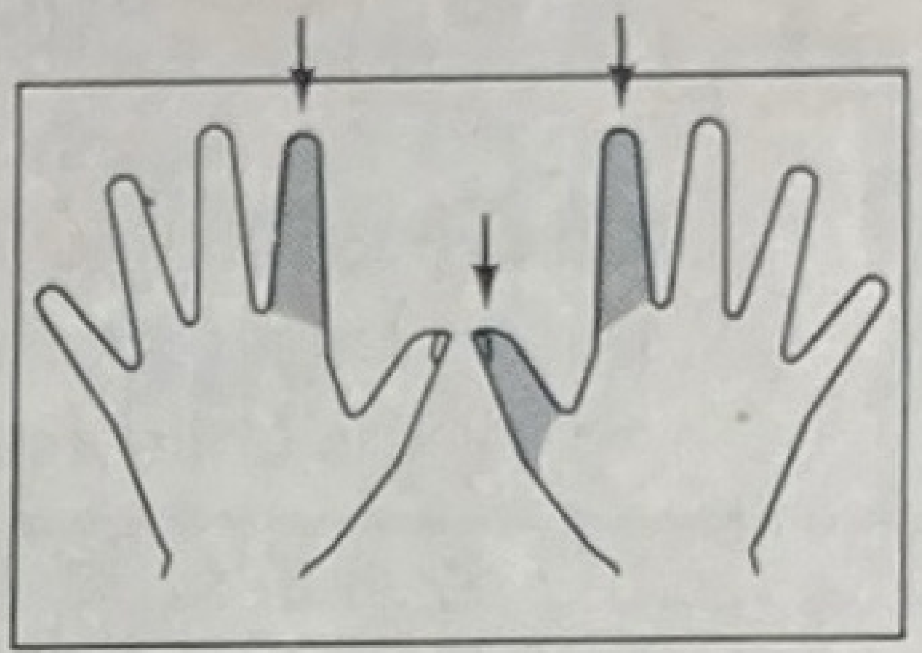
Saying: 1,2,3,4,5,6,7,8,9, onety, onety-one, onety-two, onety-three, onety-four onety-five.



16

Press: 16 one-by-one through the manipulation of clear 9 press 10, 11, 12, 13, 14, (clear 4 press 5) 15, 16.

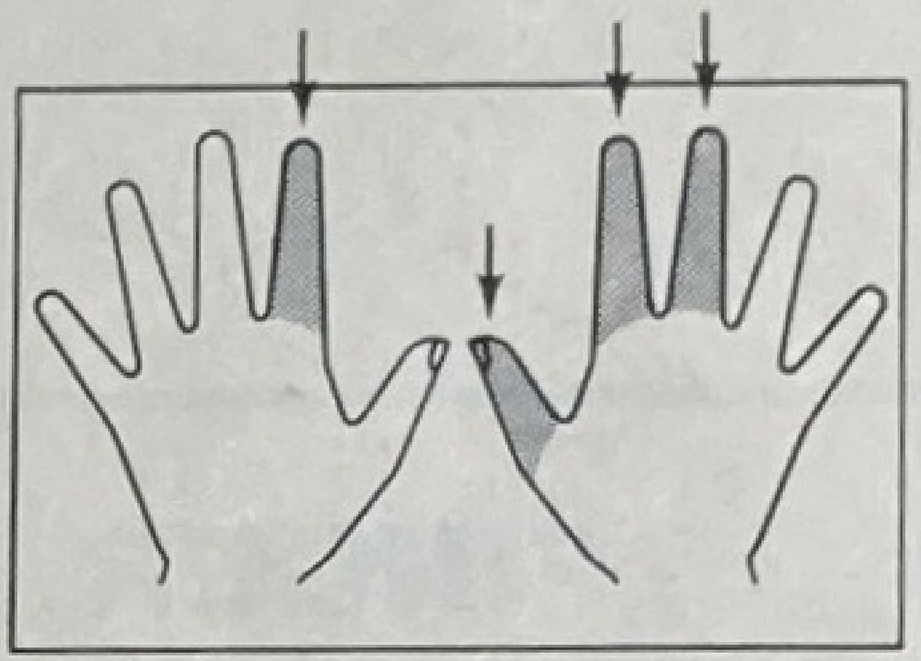
Saying: 1,2,3,4,5,6,7,8,9, onety, onety-one, onety-two, onety-three, onety-four, onety-five, onety-six.



17

Press: 17 one-by-one through the manipulation of clear 9 press 10, 11, 12, 13, 14, (clear 4 press 5) 15, 16, 17.

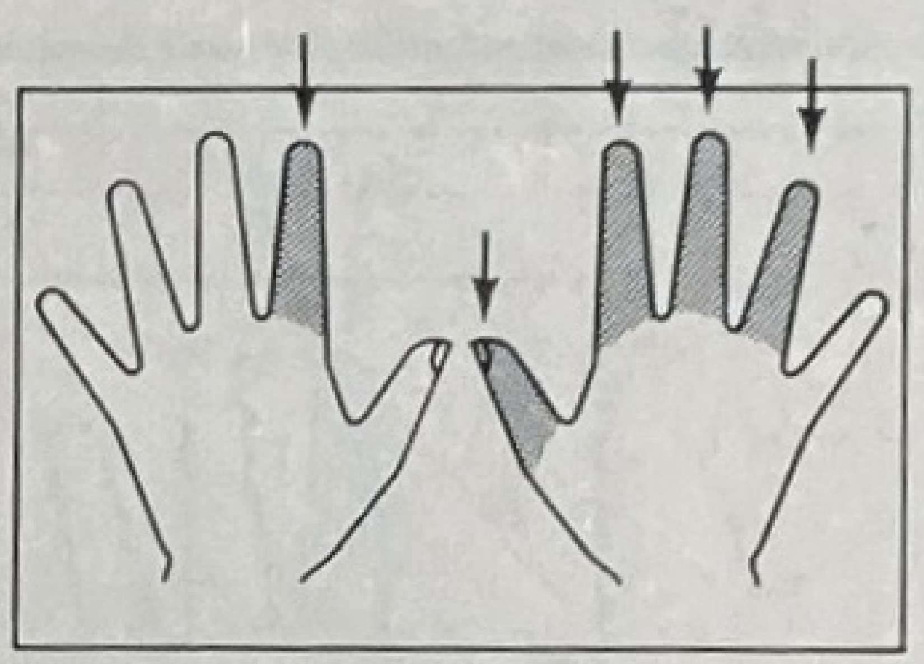
Saying: 1,2,3,4,5,6,7,8,9, onety, onety-one, onety-two, onety-three, onety-four, onety-five, onety-six, onety-seven.



18

Press: 18 one-by-one through the manipulation of clear 9 press 10, 11, 12, 13, 14, (clear 4 press 5) 15, 16, 17, 18.

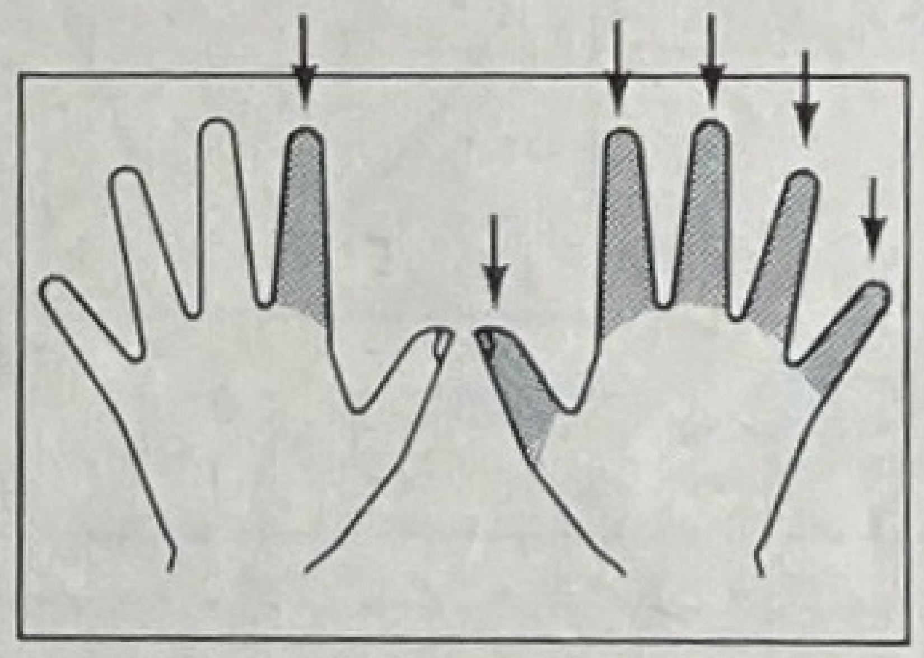
Saying: 1,2,3,4,5,6,7,8,9, onety, onety-one, onety-two, onety-three, onety-four, onety-five, onety-six, onety-seven, onety-eight.



19

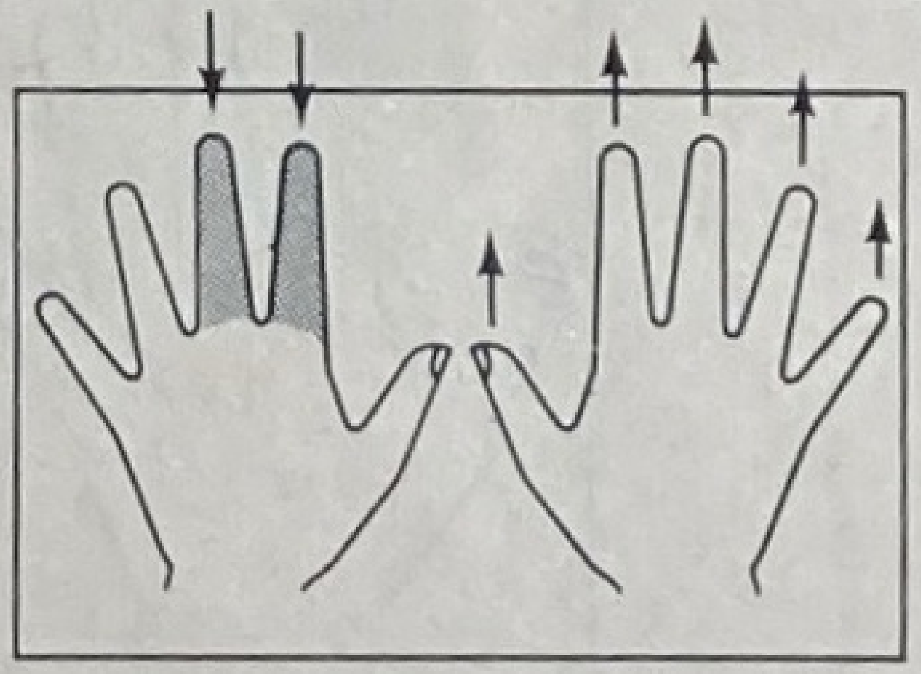
Press: 19 one-by-one through the manipulation of clear 9 press 10, 11, 12, 13, 14 (clear 4 press 5) 15, 16, 17, 18, 19.

Saying: 1,2,3,4,5,6,7,8,9, onety, onety-one, onety-two, onety-three, onety-four, onety-five, onety-six, onety-seven, onety-eight, onety-nine.



20

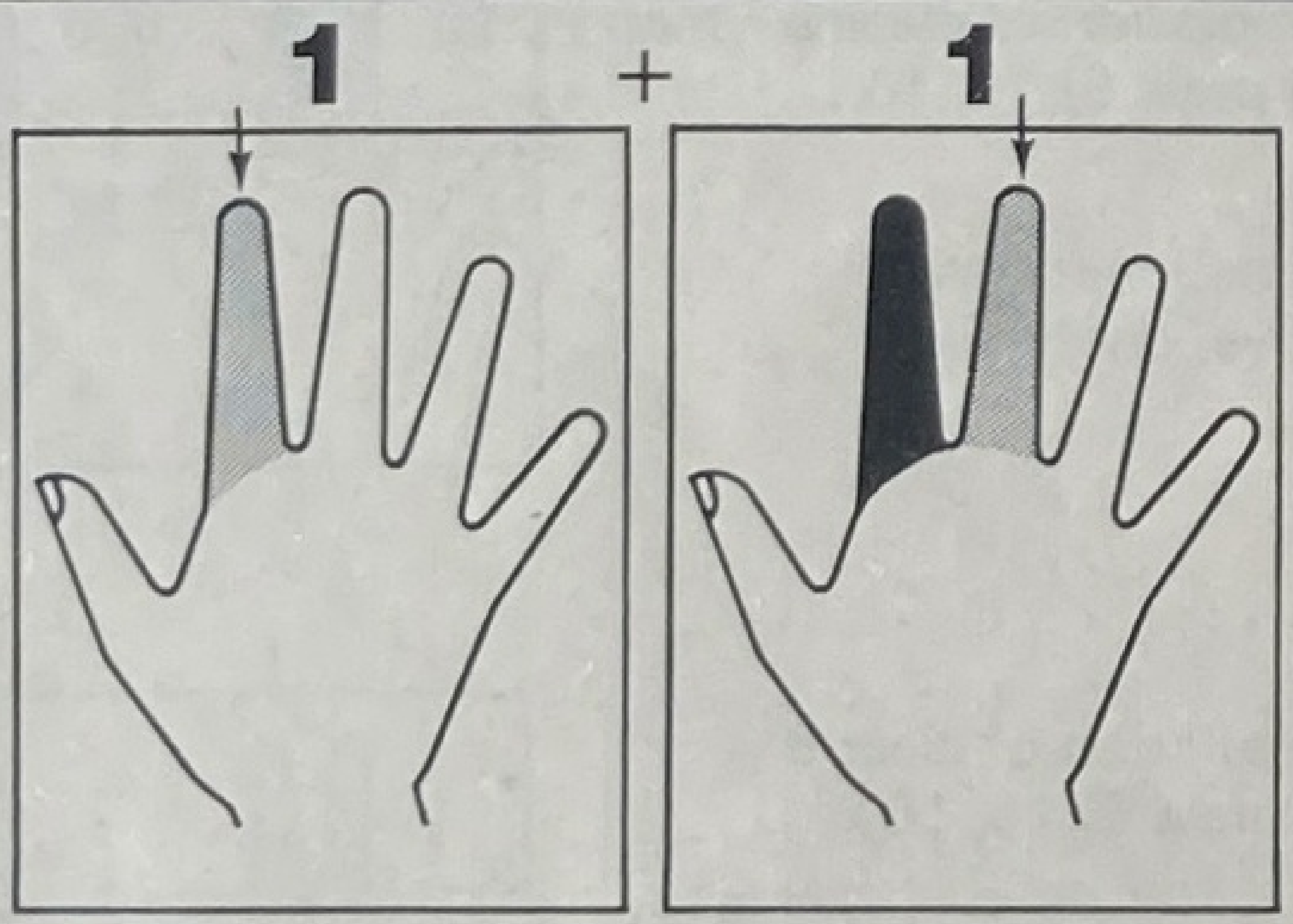
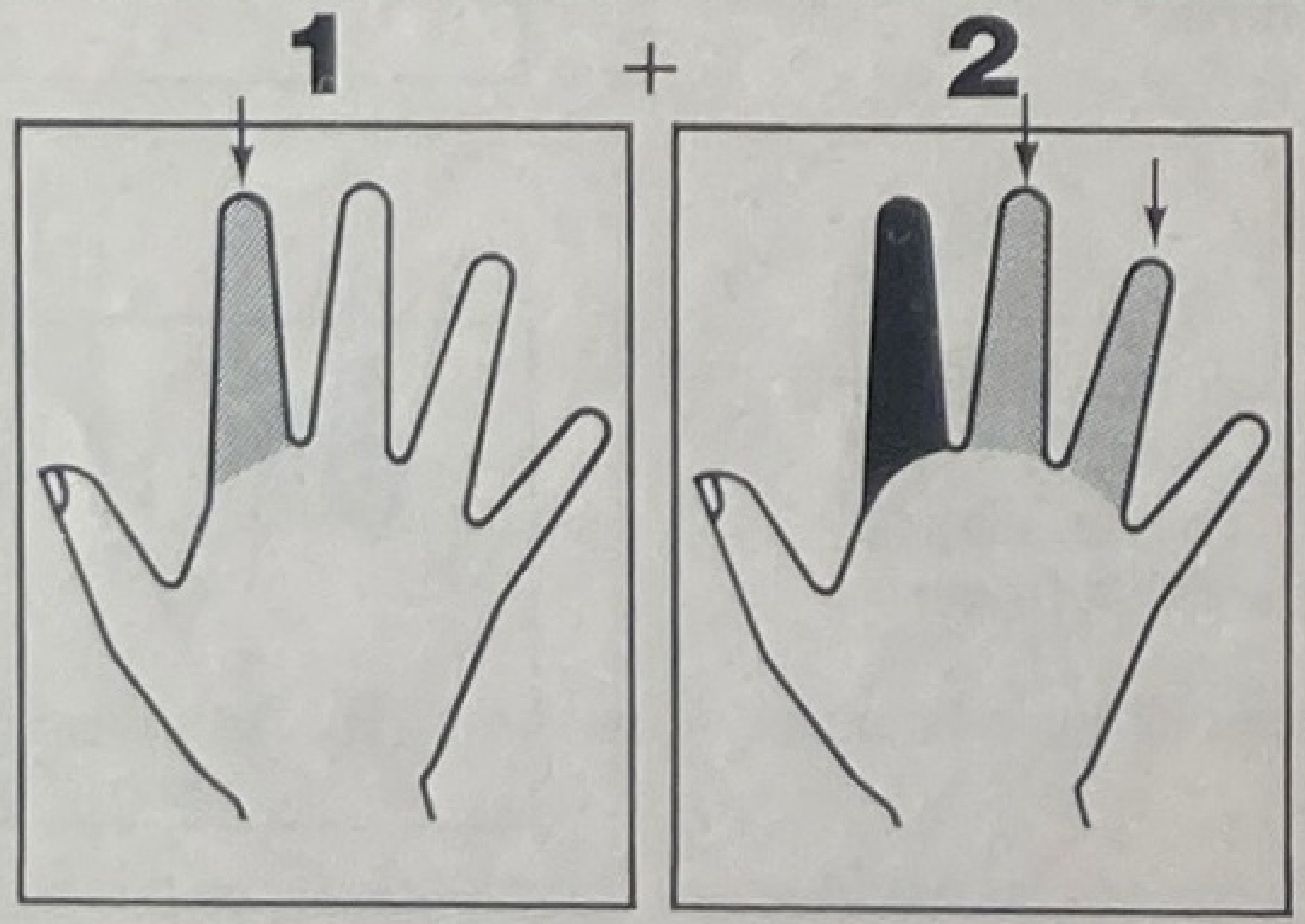
Press: 20 one-by-one through the manipulation of clear 9 press 10, 11, 12, 13, 14, (clear 4 press 5) 15, 16, 17, 18, 19, (clear 9 press 20) 20. That is, clear 9 and press the 20th finger while the 10th finger remains pressed.

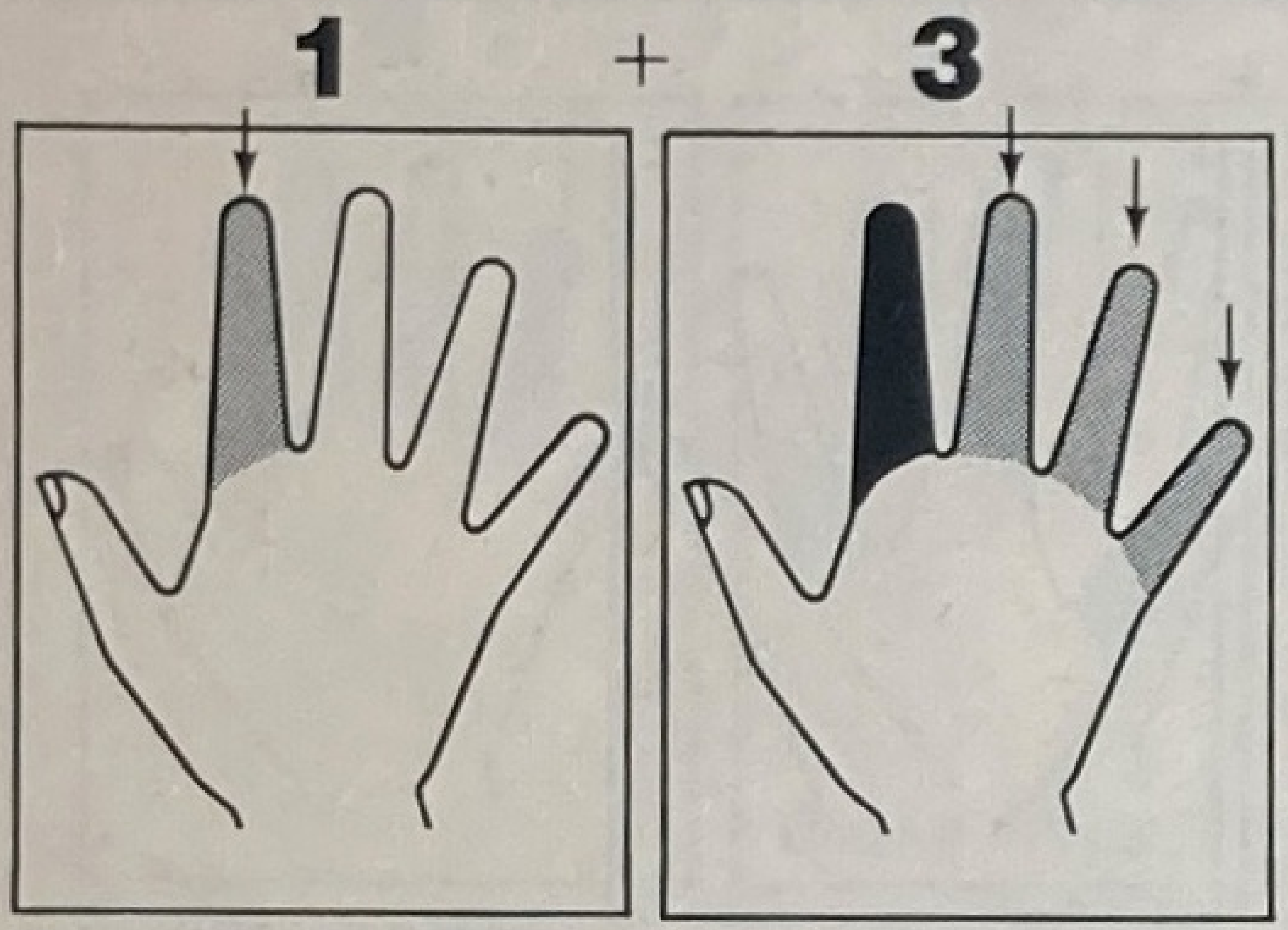
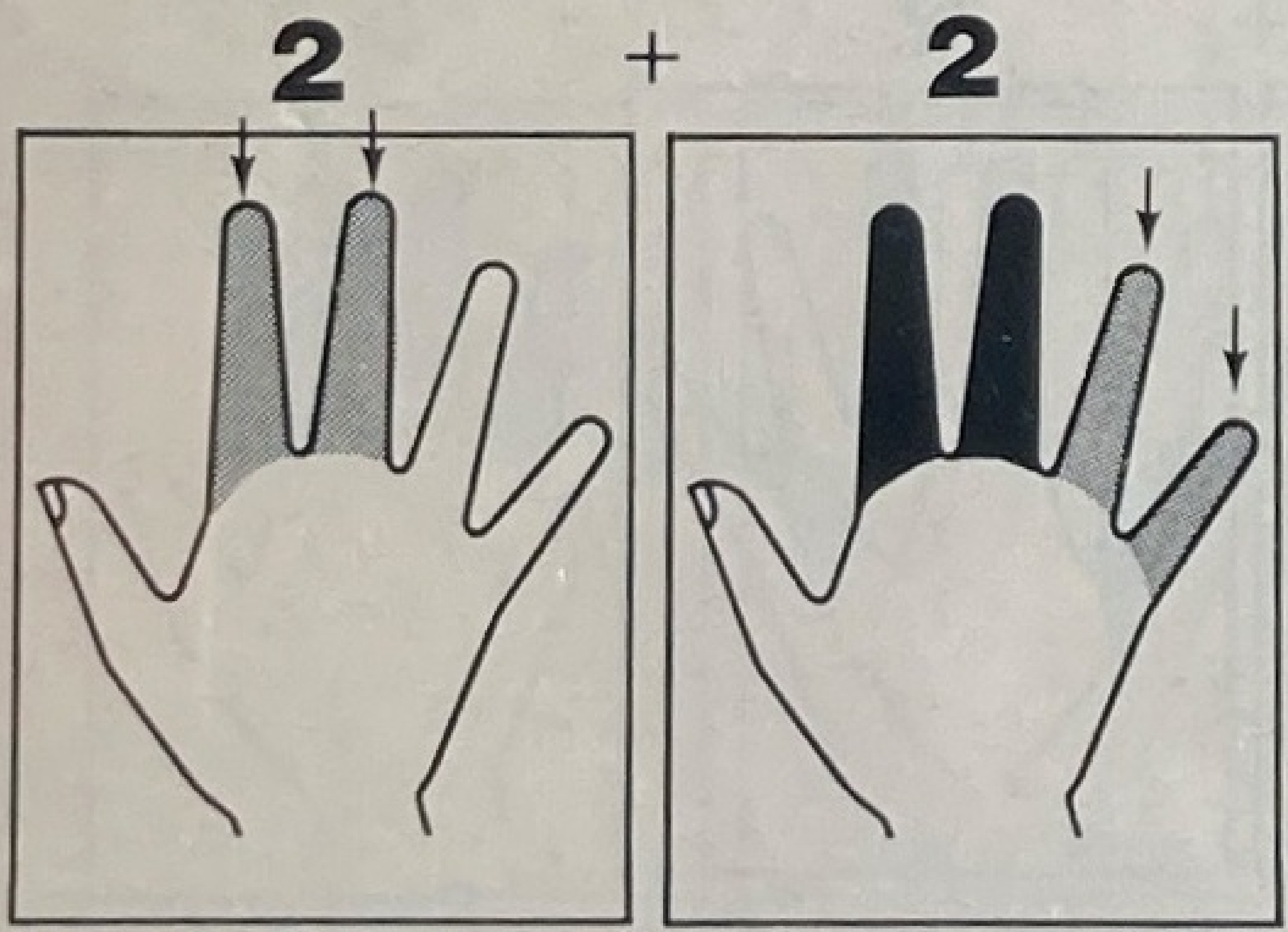
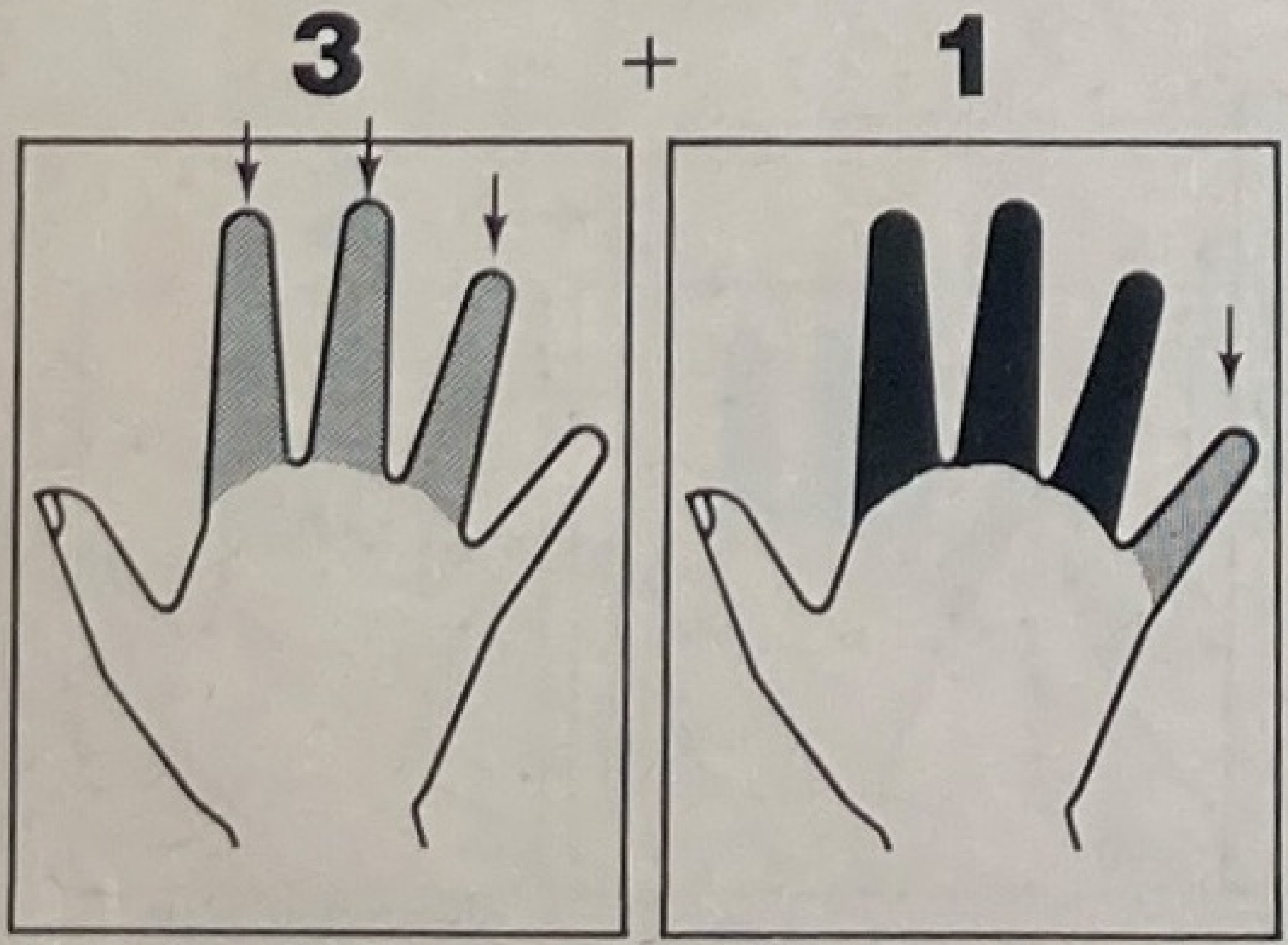


STAGE 1 – ADDITION EXAMPLES

In order to teach your child to calculate, adding unit-by-unit, it is essential that you follow the procedure outlined below **exactly.** Each example requires finger manipulations and correct oral expression by the parent followed by the child's response.

For example, in the problem one plus one, parent and child say together, "Press one and one more". Then the parents say, "Read your fingers". This is followed by the child reading his fingers that are pressed and saying "two".

Problem	**FINGER MANIPULATIONS** (PRESS ONE BY ONE)		**Parents Say**	**Child Answers**
1 + 1				
Parent and Child Say Together ➡	Press one. . one	And one more . . ONE	Read your fingers	2
1 + 2				
Parent and Child Say Together ➡	Press one. . one	And two more. . ONE TWO	Read your fingers	3

Problem	FINGER MANIPULATIONS (PRESS ONE BY ONE)		Parents Say	Child Answers
1 + 3 Parent and Child Say Together	 Press one. . one	And three more. . ONE TWO THREE	Read your fingers	4
2 + 2 Parent and Child Say Together	 Press 2. . ONE TWO	And Two more. . ONE TWO	Read your fingers	4
3 + 1 Parent and Child Say Together	 Press 3 . . ONE TWO THREE	And one more . . ONE	Read your fingers	4

Problem | **FINGER MANIPULATIONS** (PRESS ONE BY ONE) | **Parents Say** | **Child Answers**

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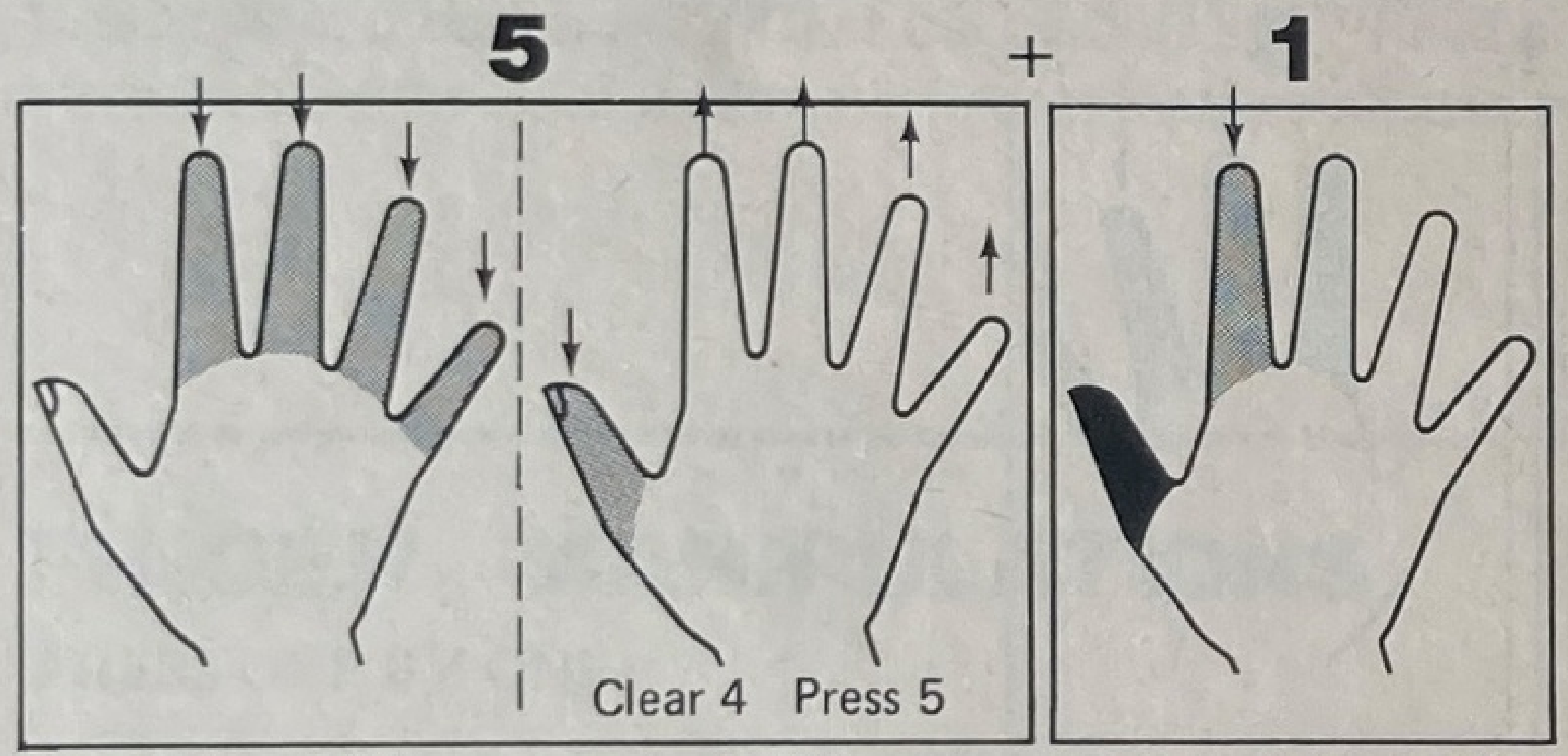
5 + 1



Parent and Child Say Together ➡

Press Five . . ONE TWO THREE FOUR . . FIVE

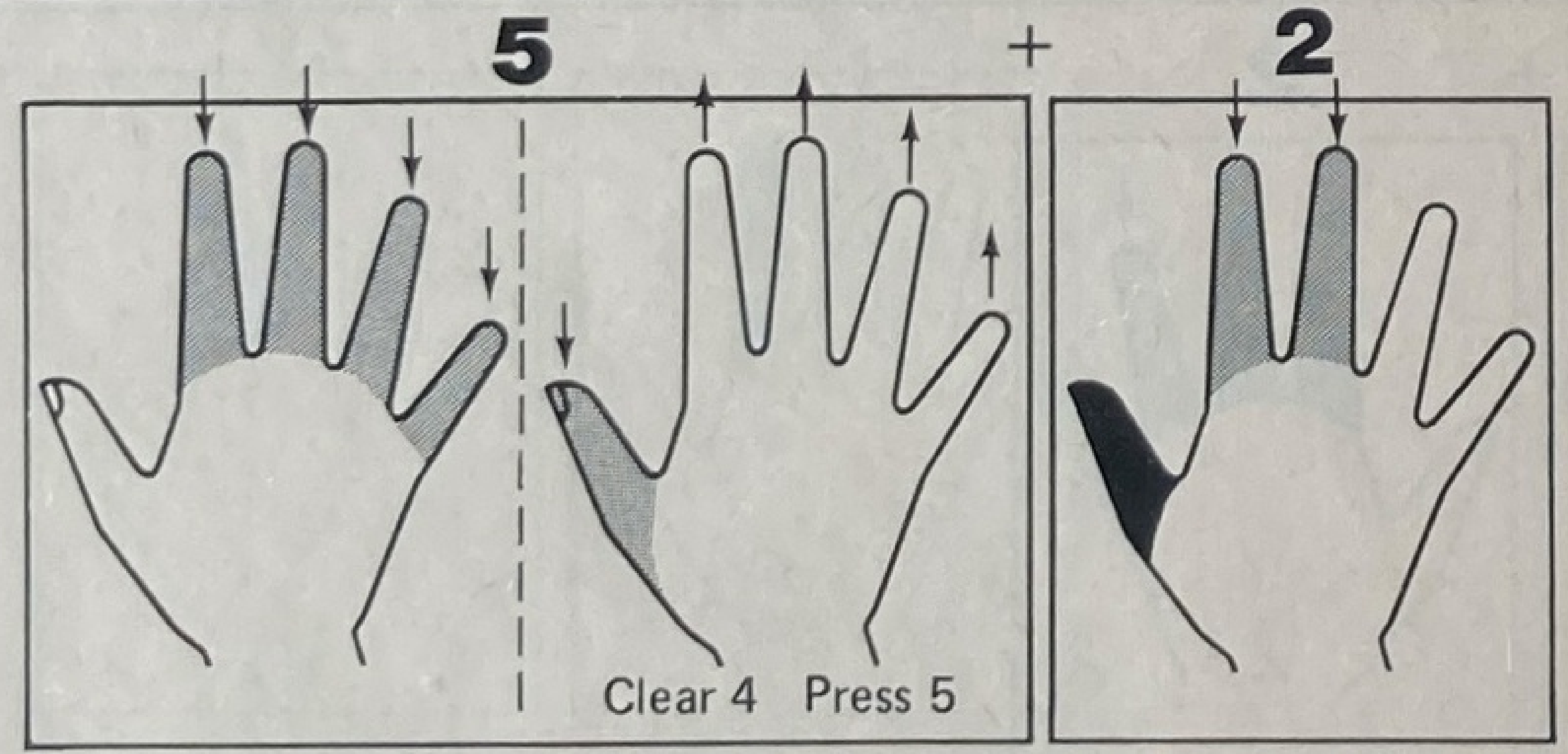
And one more . . ONE

Read your fingers

6

---

5 + 2



Parent and Child Say Together ➡

Press Five . . ONE TWO THREE FOUR . . FIVE

And two more. . ONE TWO

Read your fingers

7

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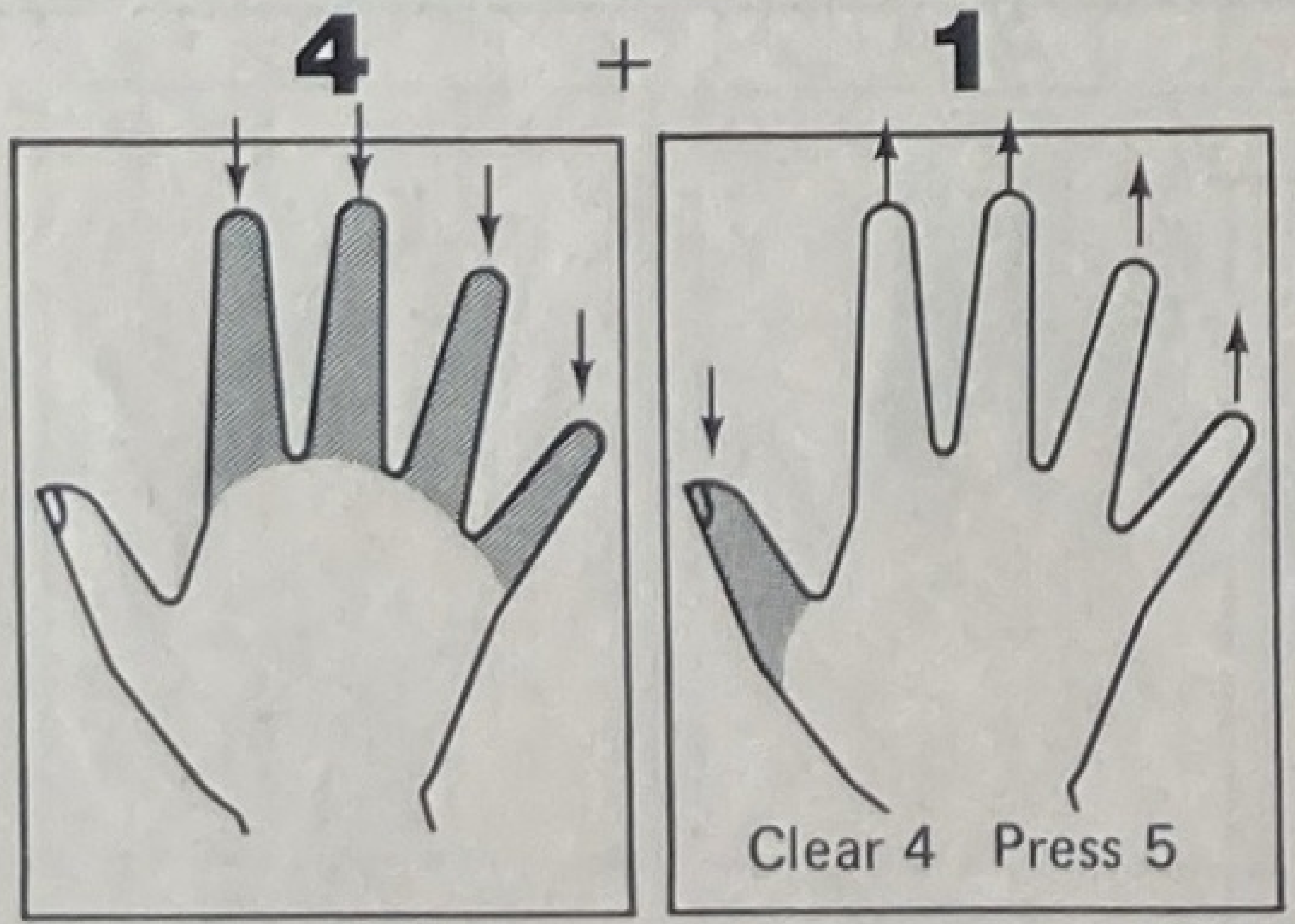
4 + 1



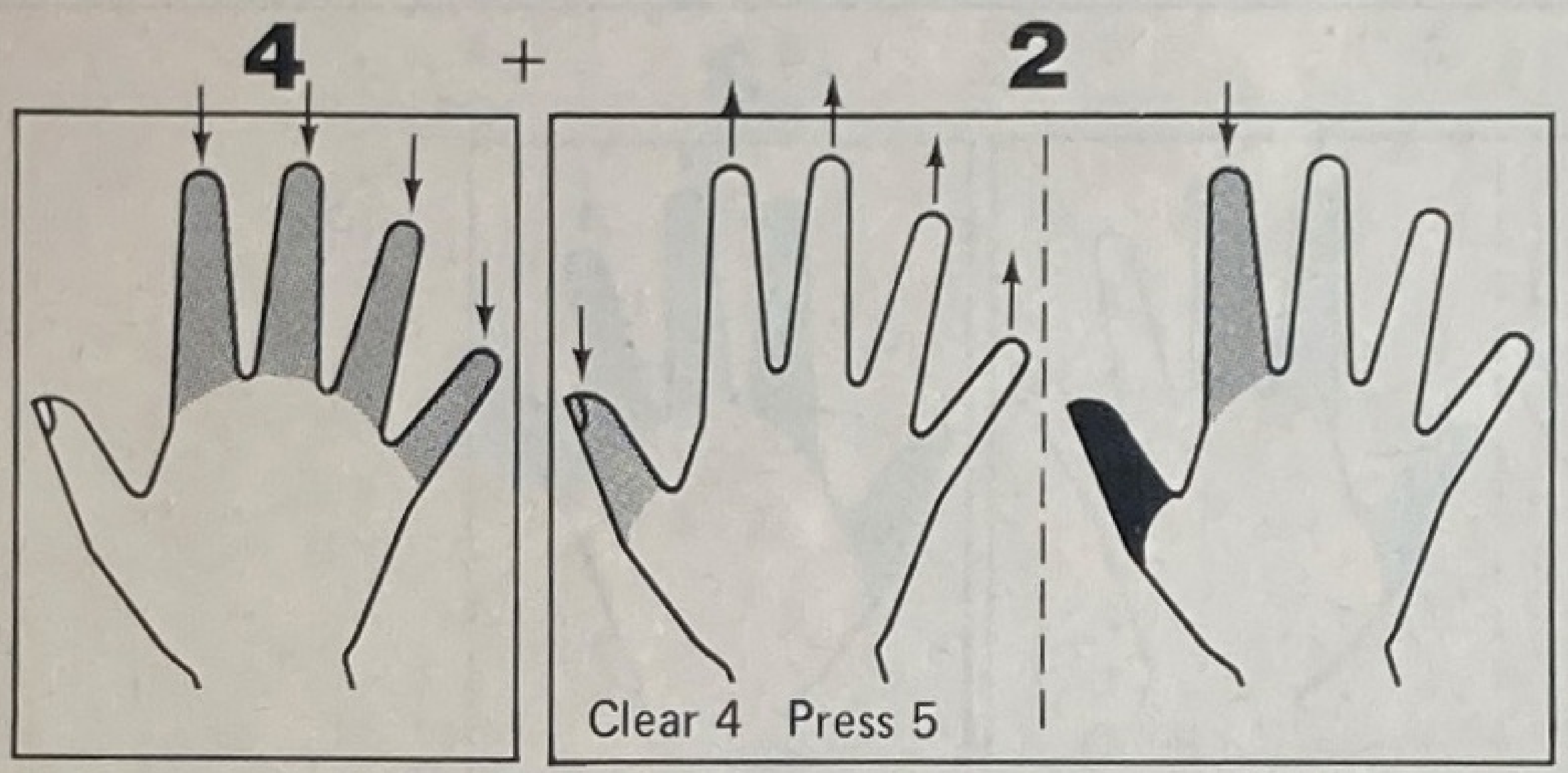
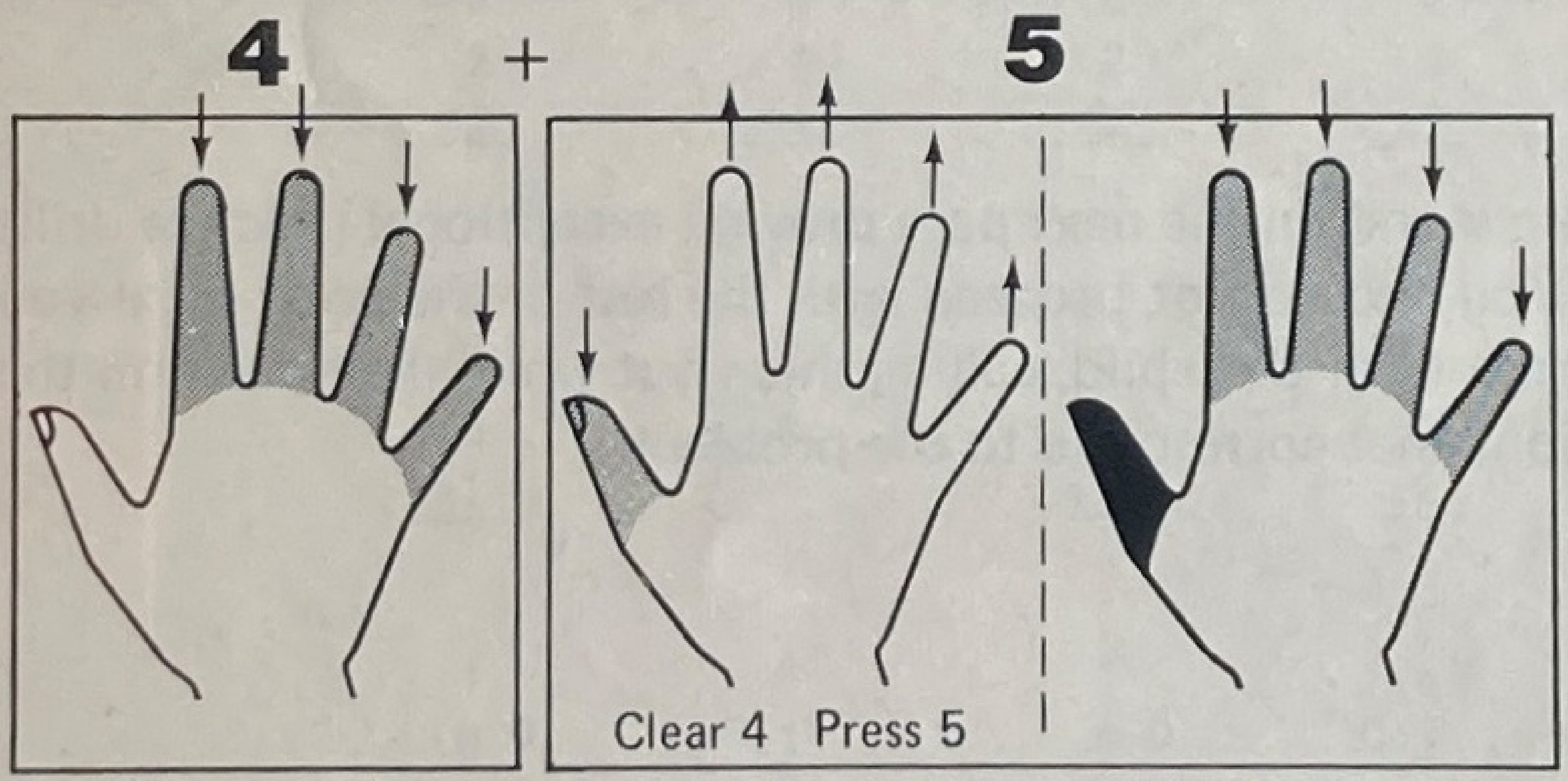
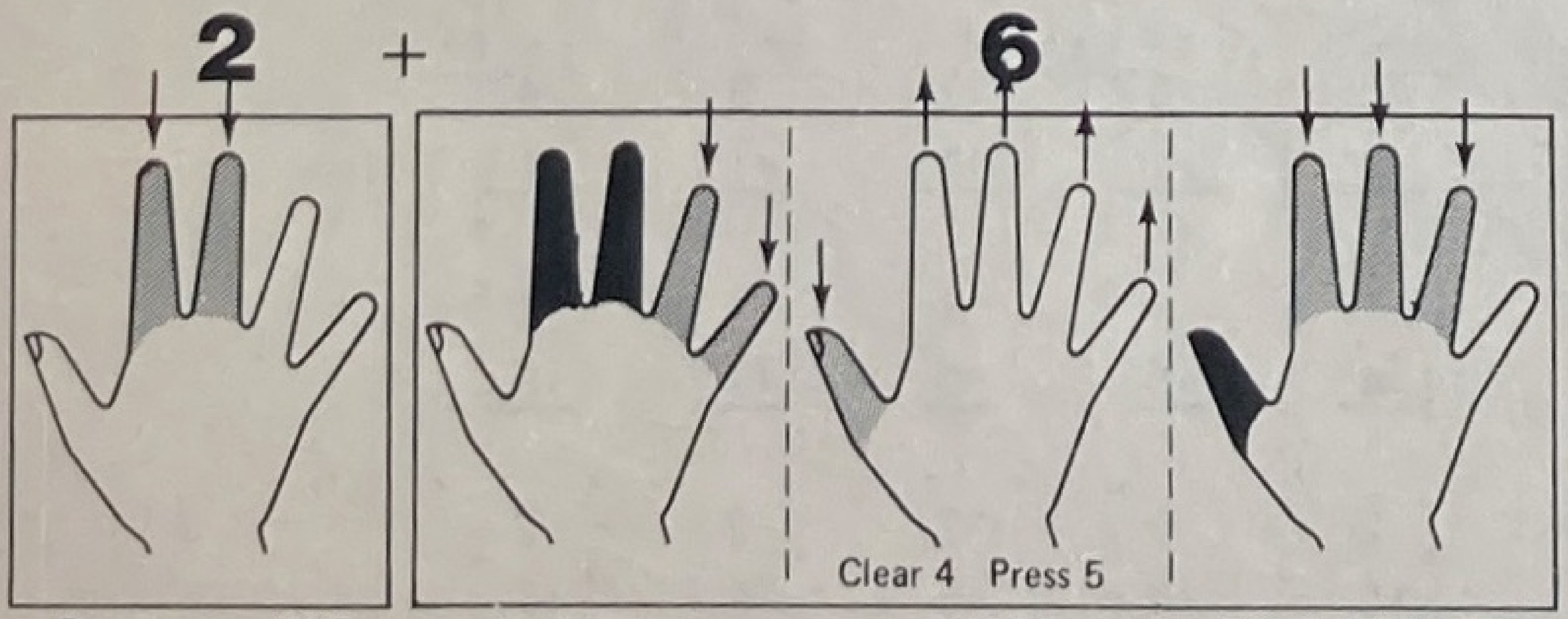
Parent and Child Say Together ➡

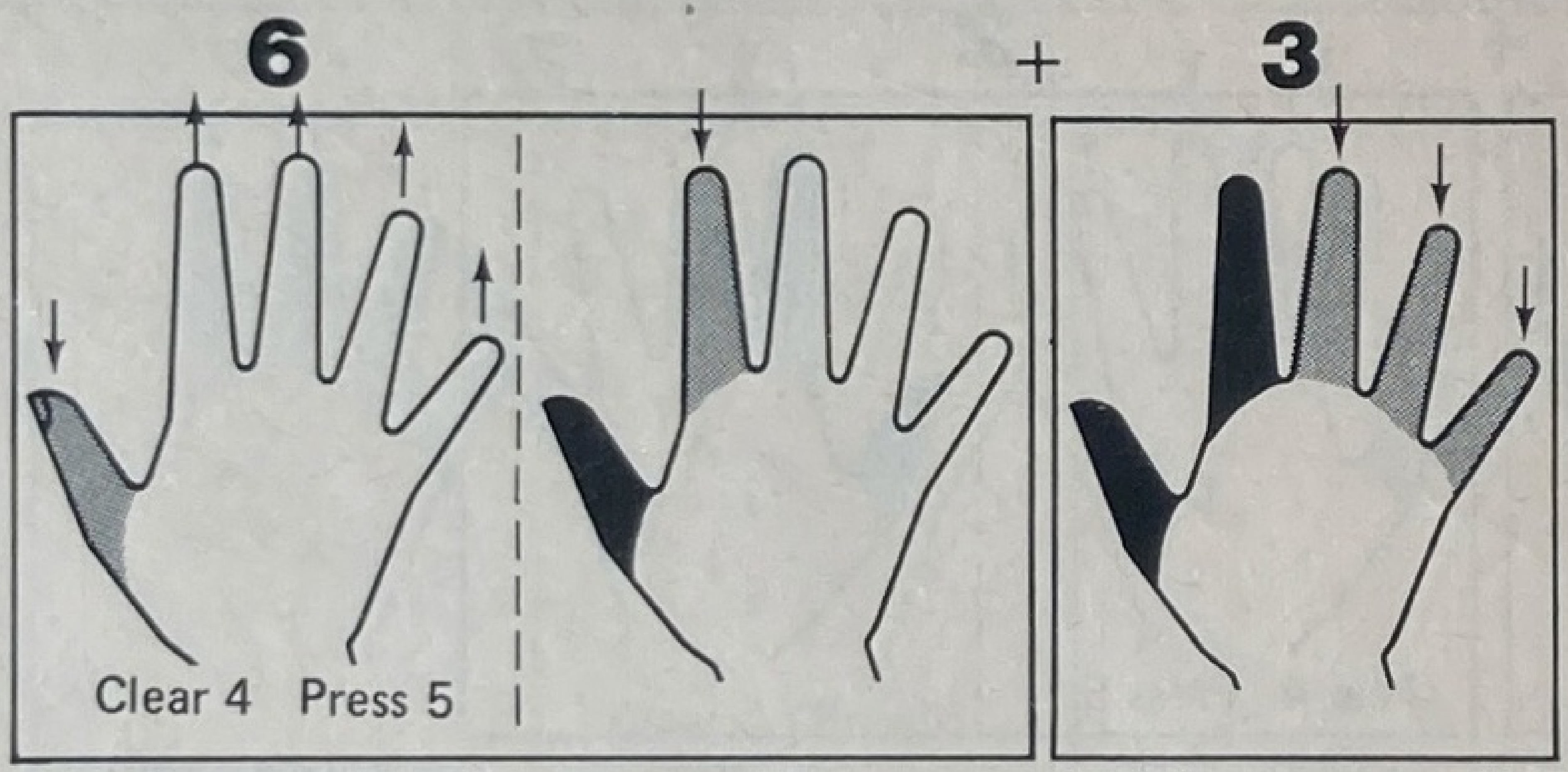
Press Four. . ONE TWO THREE FOUR

And one more. . ONE

Read your fingers

5

Problem	**FINGER MANIPULATIONS** (PRESS ONE BY ONE)	**Parents Say**	**Child Answers**
4 + 2			
Parent and Child Say Together	Press four . . ONE TWO THREE FOUR And two more . . ONE . . TWO	Read your fingers	6
4 + 5			
Parent and Child Say Together	Press four . . ONE TWO THREE FOUR And five more . . ONE . . TWO THREE FOUR FIVE	Read your fingers	9
2 + 6			
Parent and Child Say Together	Press two . . ONE TWO And six more . . ONE TWO . . THREE . . FOUR FIVE SIX	Read your fingers	8

Problem	**FINGER MANIPULATIONS** (PRESS ONE BY ONE)	**Parents Say**	**Child Answers**
6 + 3			
Parent and Child Say Together	Press Six . . ONE TWO THREE FOUR FIVE . . SIX And three more. . ONE TWO THREE	Read your fingers	9

ORAL PRACTICE

The problems below and on the next page provide exceptional practice drills for your child. You should not proceed with the rest of the book until you have practiced these with the child, calling them out while they perform the finger manipulations that correspond to the problems.

ORAL PRACTICE
(Totals up to 9)

(A)	0 +1	0 +2	0 +3	0 +4	0 +5
(B)	1 +1	1 +2	1 +3	2 +2	3 +1
(C)	5 +1	6 +1	7 +1	8 +1	4 +1
(D)	1 +4	1 +5	1 +6	1 +7	1 +8
(E)	2 +3	2 +4	2 +5	2 +6	2 +7

ORAL PRACTICE

(Totals up to 9) continued

(II) (F)

3	3	3	3	3
+2	+3	+4	+5	+6

(G)

4	5	6	4	4
+3	+3	+3	+4	+5

(H)

1	1	1	2	1
1	1	2	2	3
+0	+1	+0	+0	+0

(I)

3	2	1	1	2
1	1	1	4	1
+0	+0	+2	+1	+2

(J)

3	0	5	2	3
2	4	2	1	5
+2	+4	+2	+5	+0

(III) (K)

2	7	7	1	5
6	1	0	3	2
+1	+1	+1	+2	+2

(L)

1	6	1	4	2
0	1	6	1	3
+7	+1	+2	+1	+3

(M)

6	1	6	2	4
0	0	1	0	2
+1	+6	+0	+4	+3

(N)

4	5	1	5	1
2	0	6	1	2
+1	+4	+1	+1	+3

(O)

2	1	1	2	4
2	4	7	0	1
+2	+2	+1	+7	+1

Problem

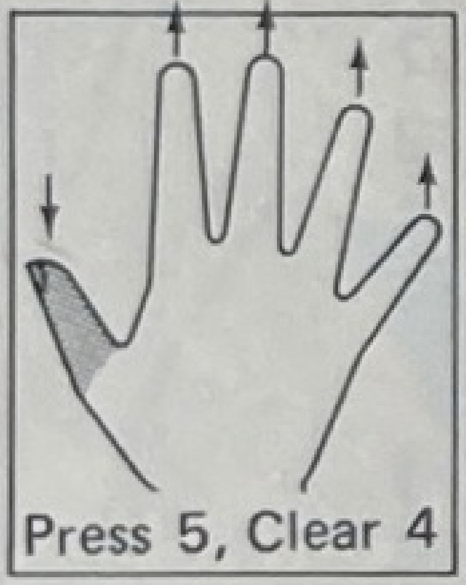
FINGER MANIPULATIONS

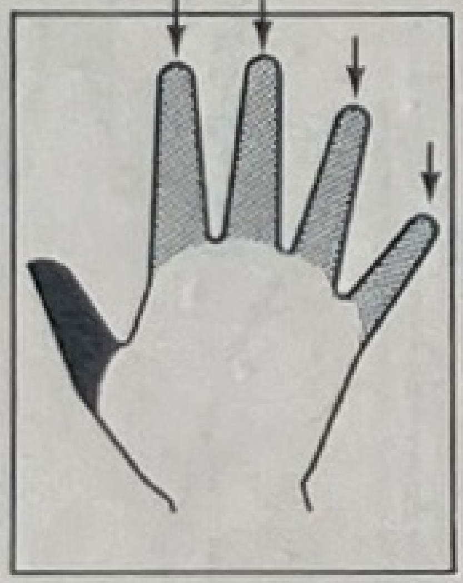
(PRESS ONE BY ONE)

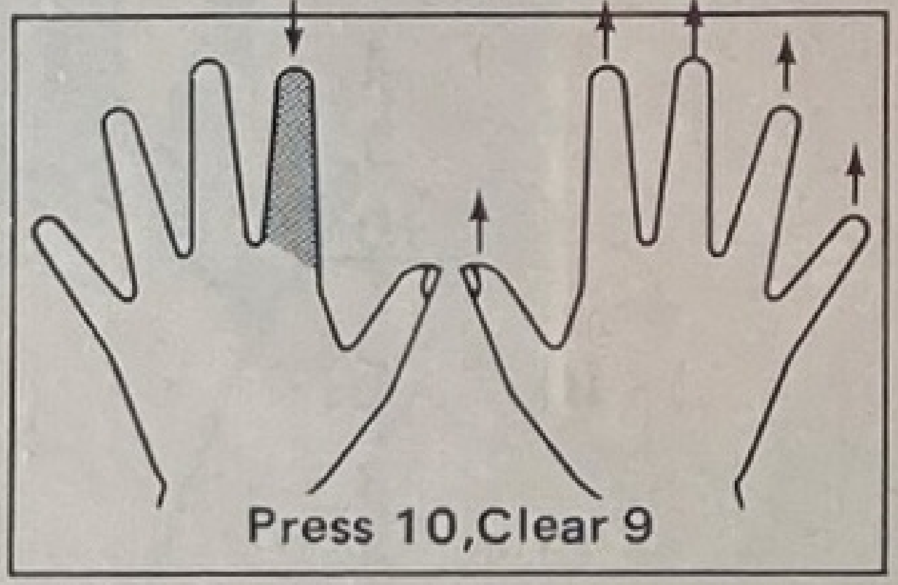
---

9 + 1

9 + 1







Parent and Child Say Together

Press nine. . ONE TWO THREE FOUR FIVE

. . SIX SEVEN EIGHT NINE

And one more . . ONE

Parents Say

Read your fingers

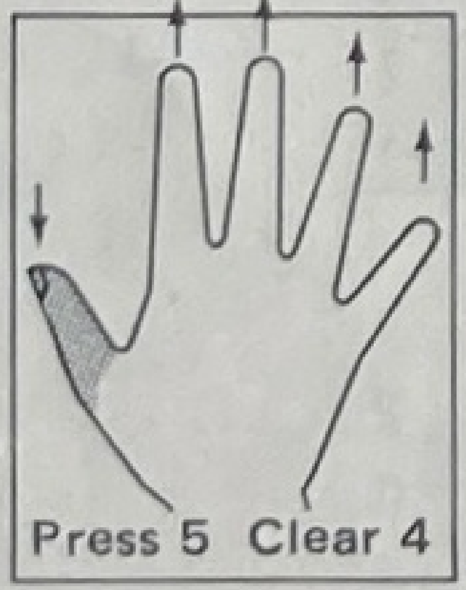
Child Answers

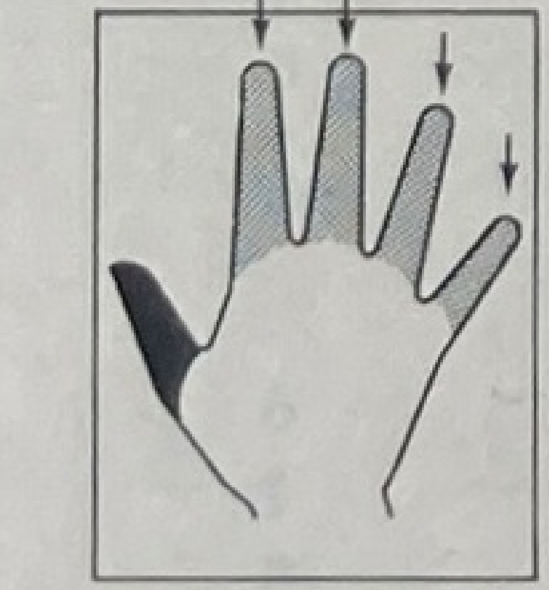
10

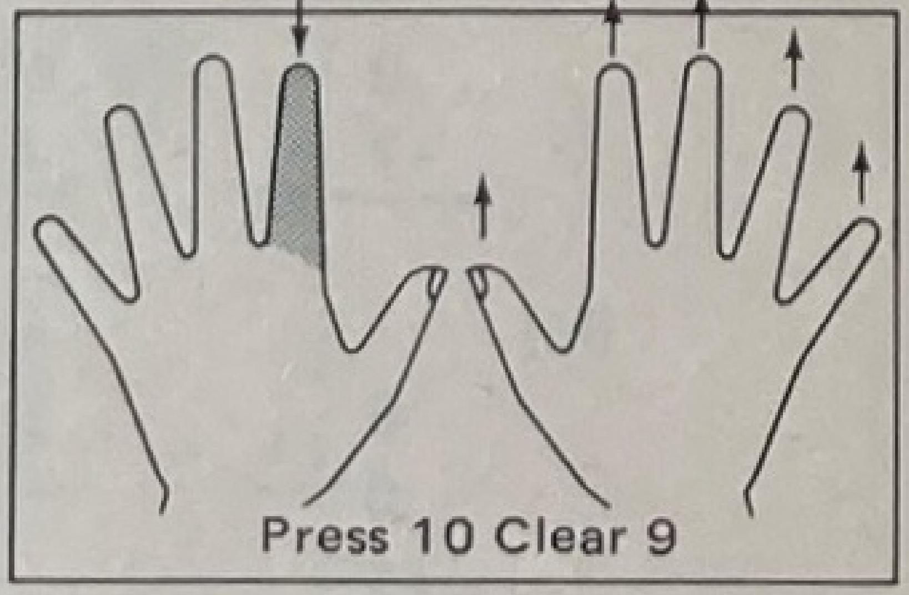
---

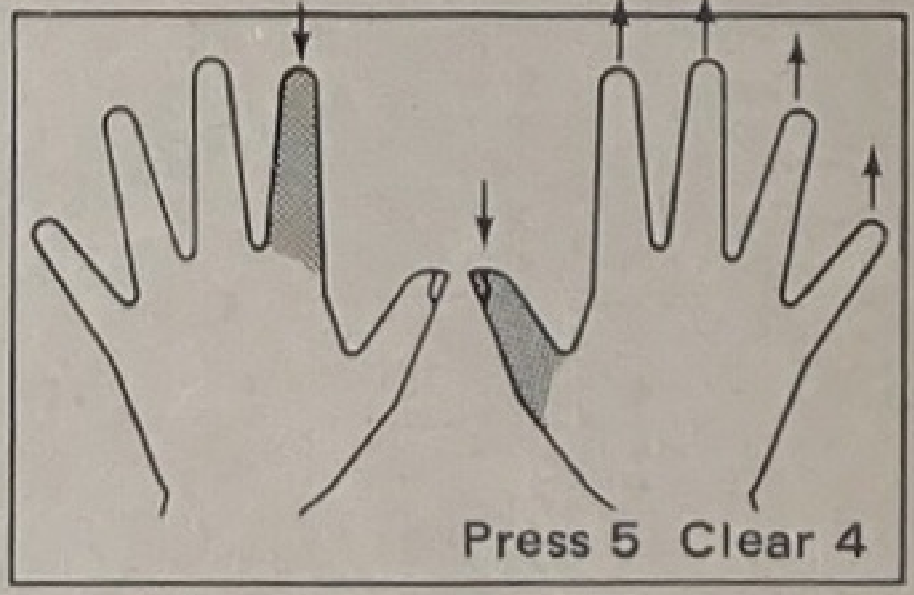
9 + 6

9 + 6









Parent and Child Say Together

Press nine. . ONE TWO THREE FOUR FIVE

. . SIX SEVEN EIGHT NINE

And six more . . ONE

. . TWO THREE FOUR FIVE SIX

Parents Say

Read your fingers

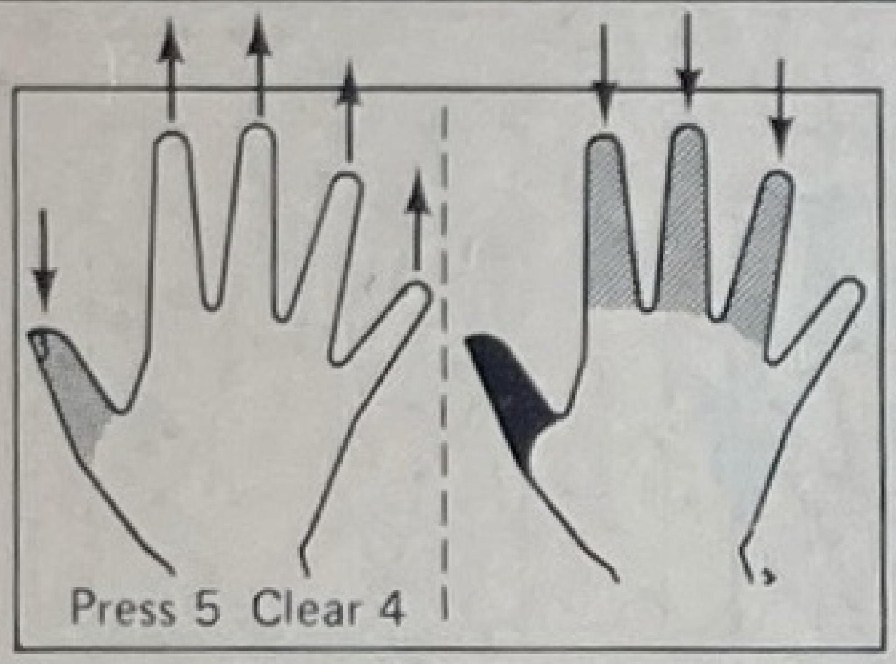
Child Answers

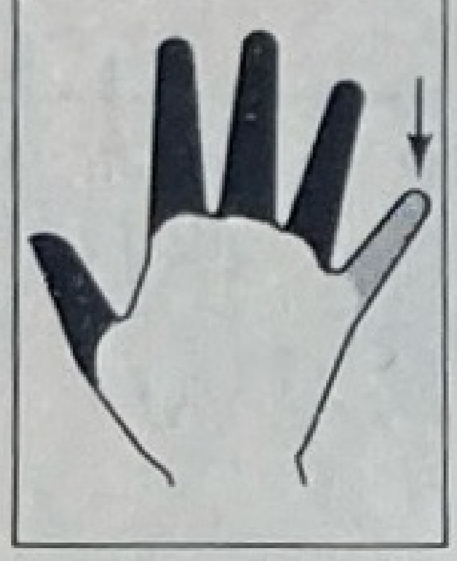
15

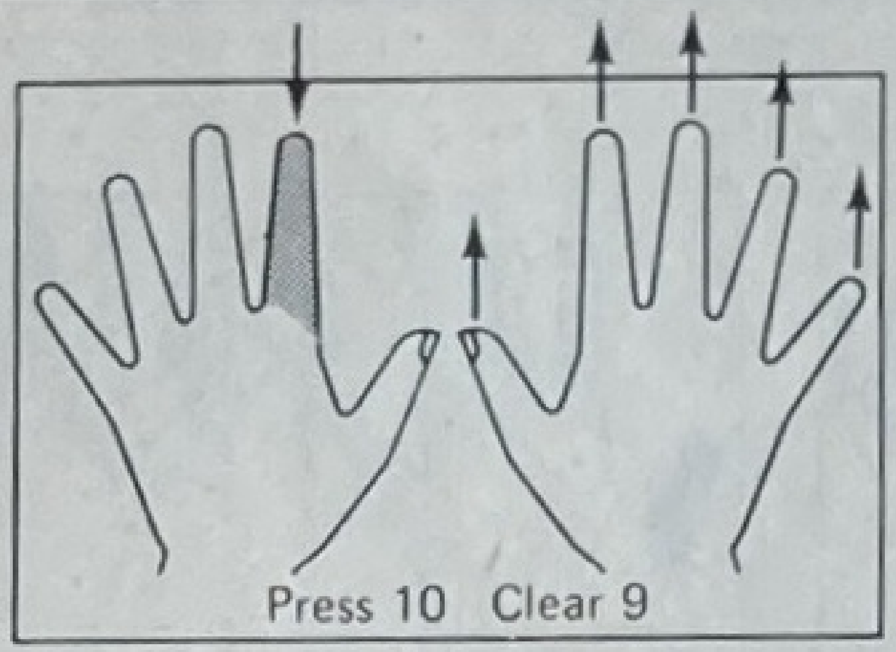
Problem **FINGER MANIPULATIONS** **Parents Say** **Child Answers**

(PRESS ONE BY ONE)

8
+ 7







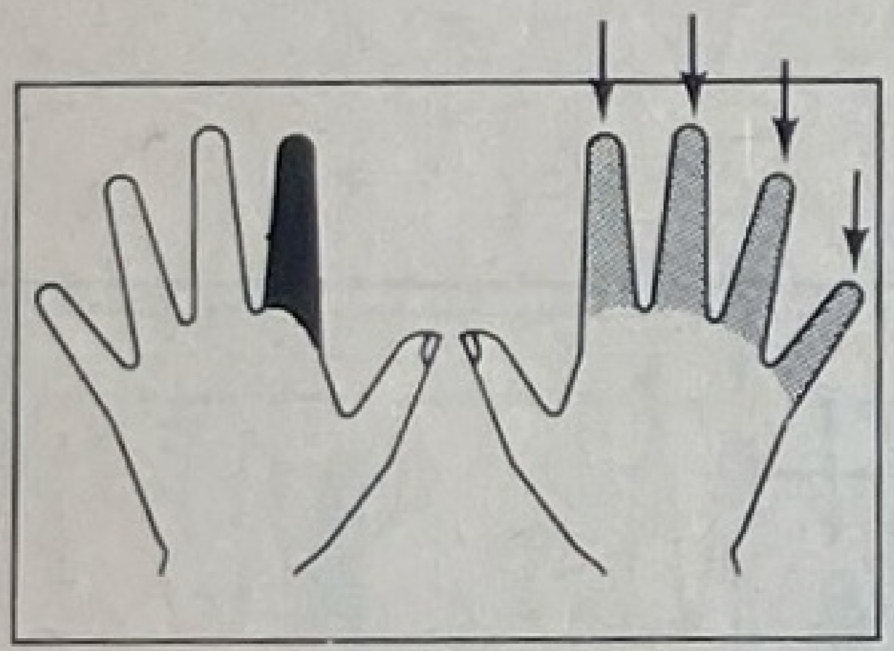
Parent and Child Say Together

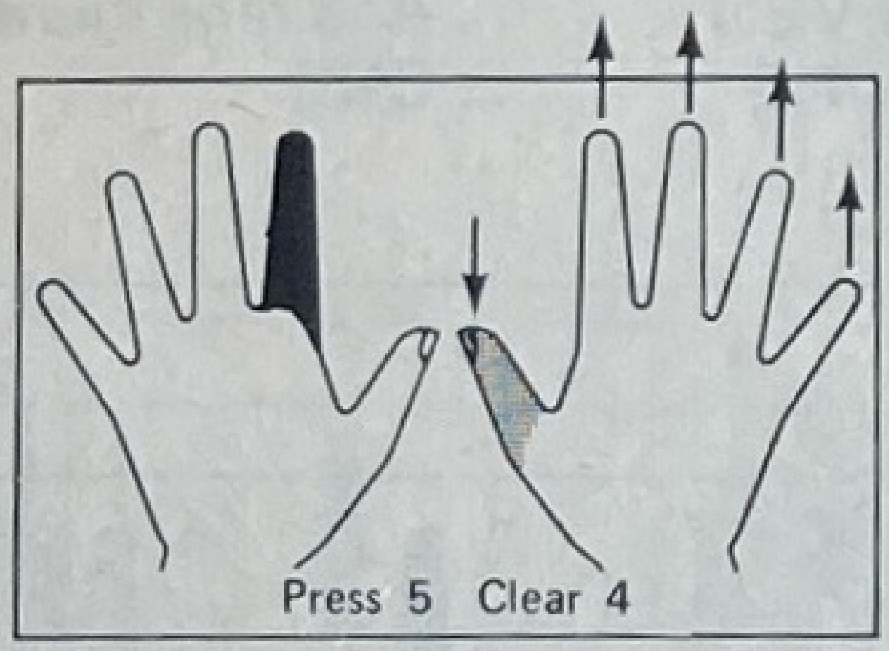
Press eight. . ONE TWO THREE FOUR FIVE

. . SIX SEVEN EIGHT

. . and seven more . . ONE

. . TWO





Parent and Child Say Together

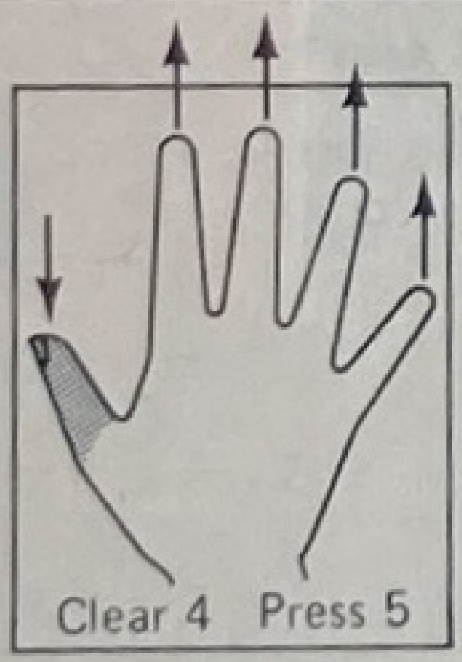
. . THREE FOUR FIVE SIX

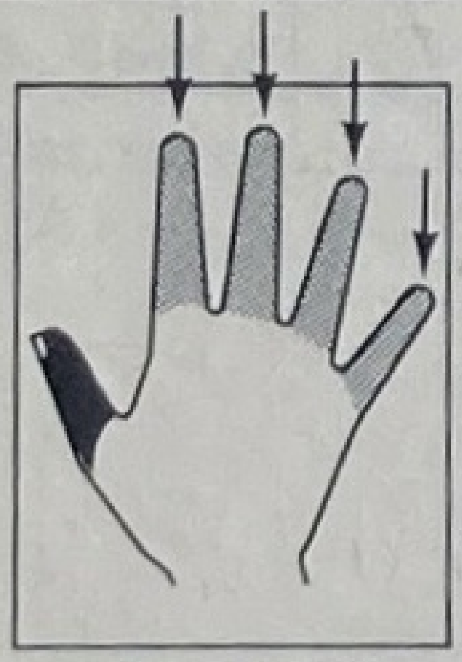
SEVEN

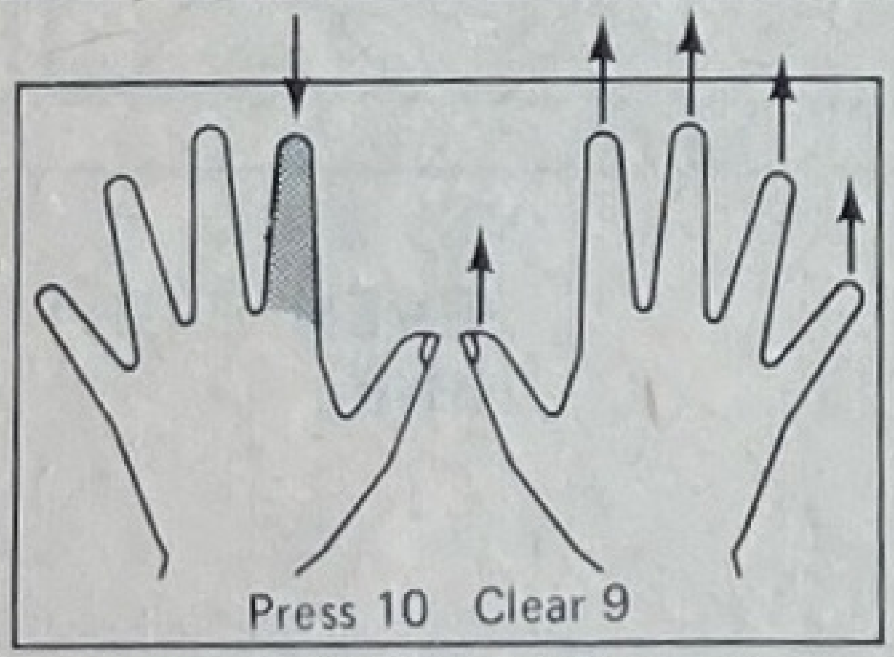
Read your fingers

15

9
+ 9





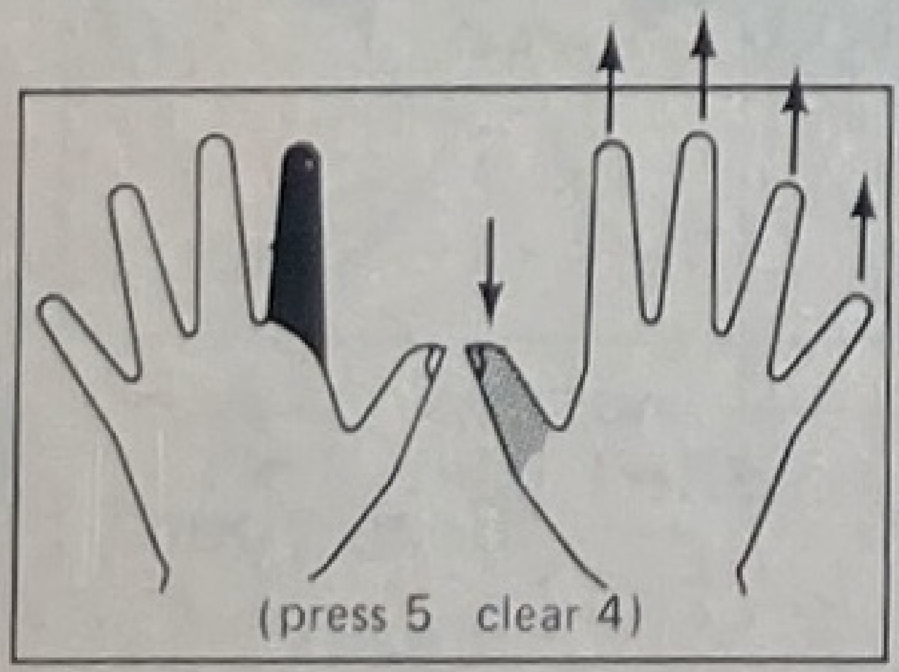


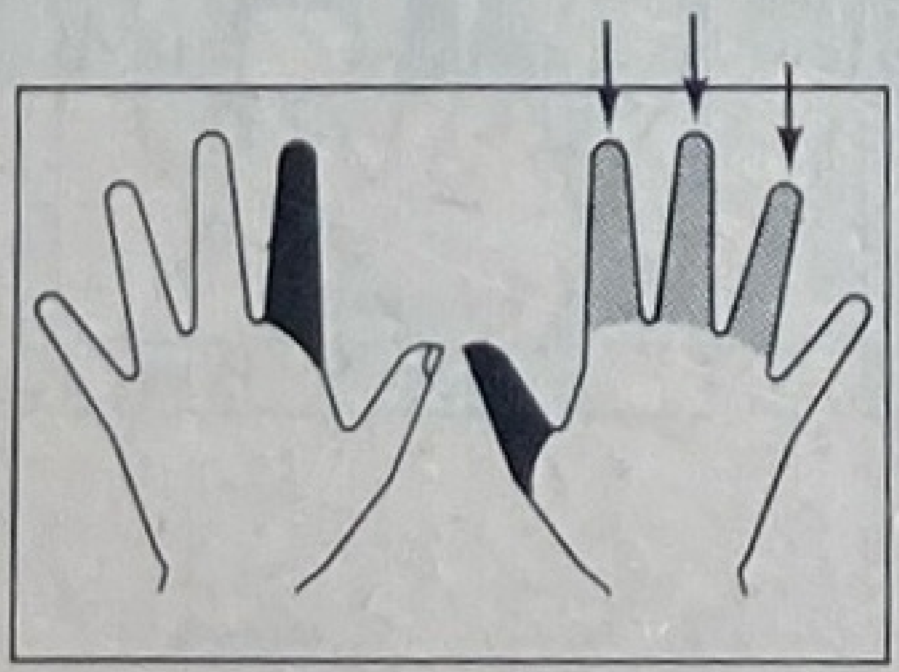
Parent and Child Say Together

Press nine. . ONE TWO THREE FOUR FIVE

. . SIX SEVEN EIGHT NINE

. . and nine more . . ONE





Parent and Child Say Together

. . TWO THREE FOUR FIVE SIX

SEVEN EIGHT NINE

Read your fingers

18

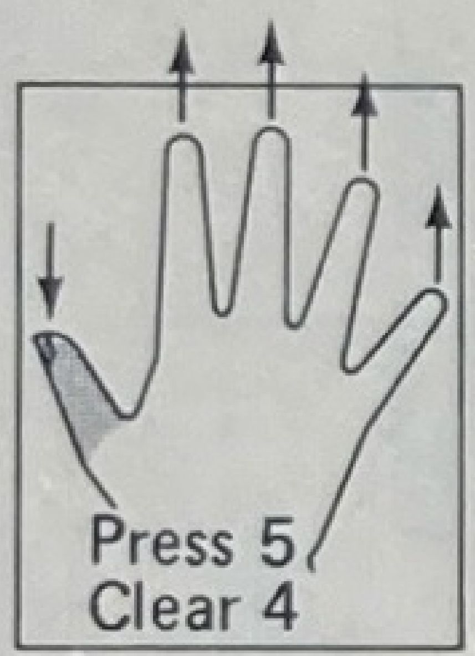
Problem
9 + 9 + 2

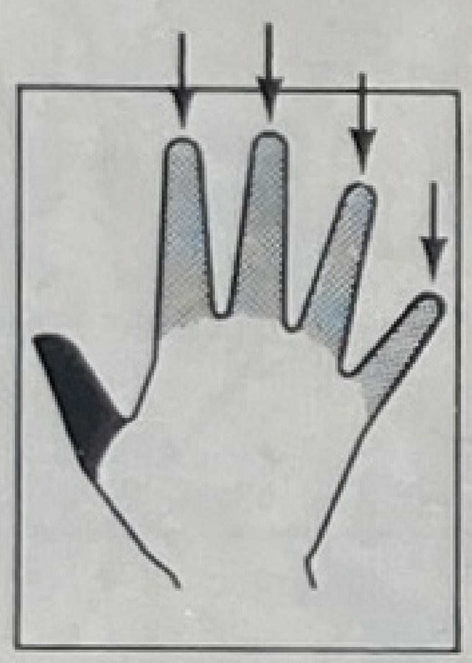
FINGER MANIPULATIONS
(PRESS ONE BY ONE)

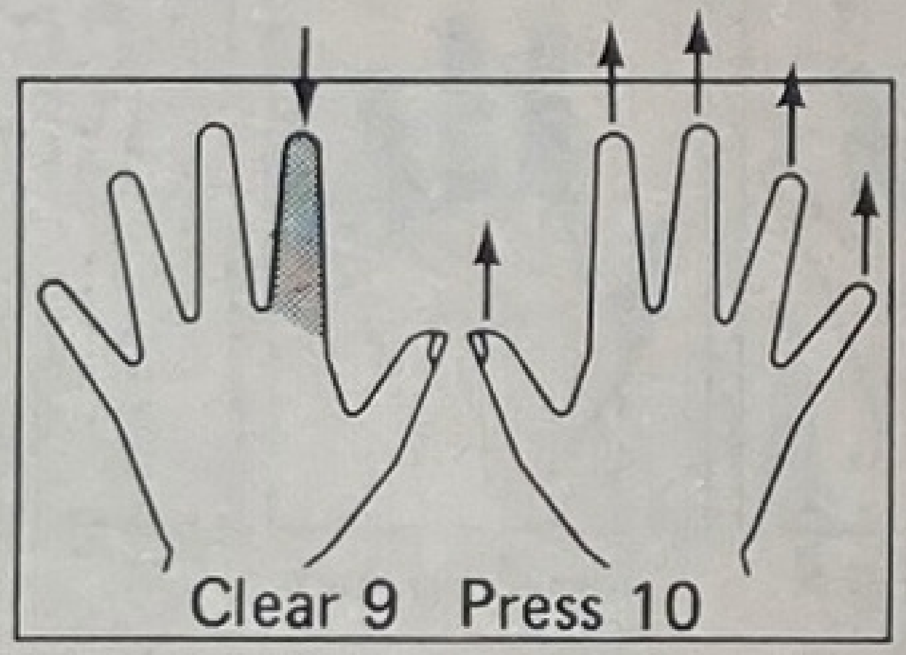
Parents Say

Child Answers

+
9







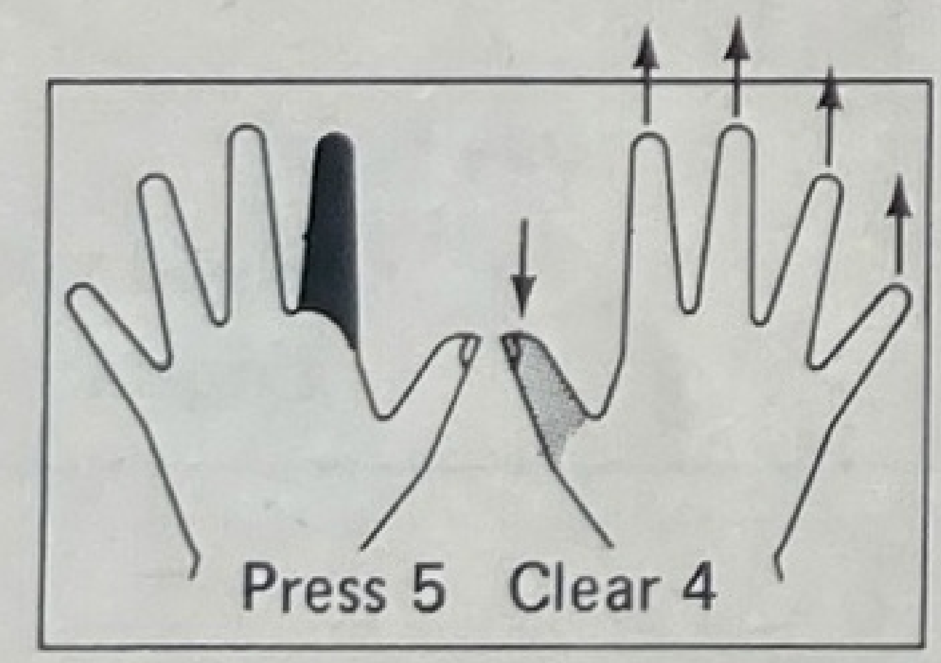
Parent and Child
Say Together ➡

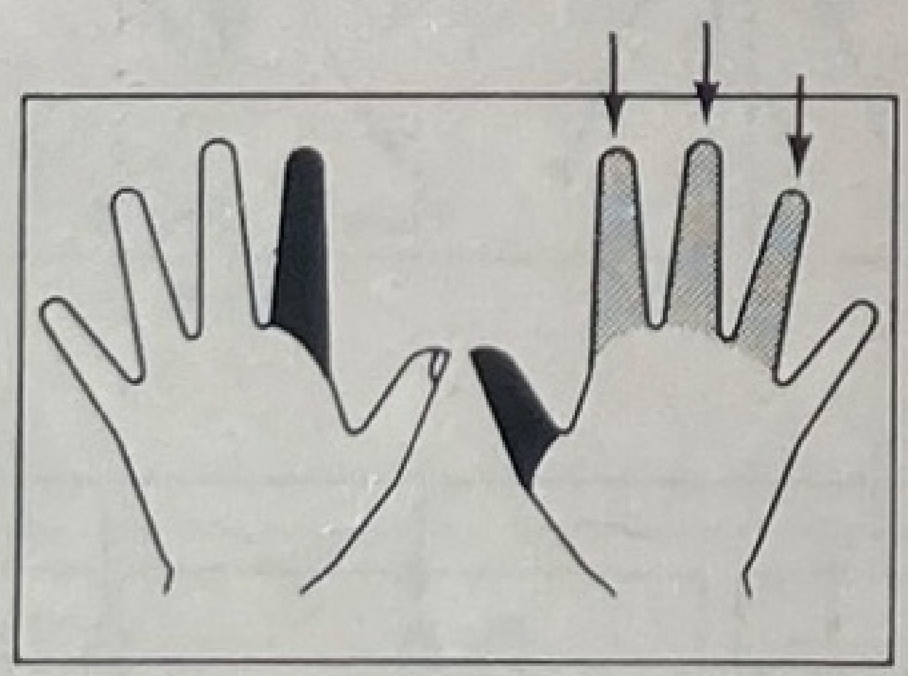
Press nine. . ONE
TWO THREE
FOUR FIVE

. . SIX SEVEN
EIGHT NINE

. . And nine more
. . ONE

+
9



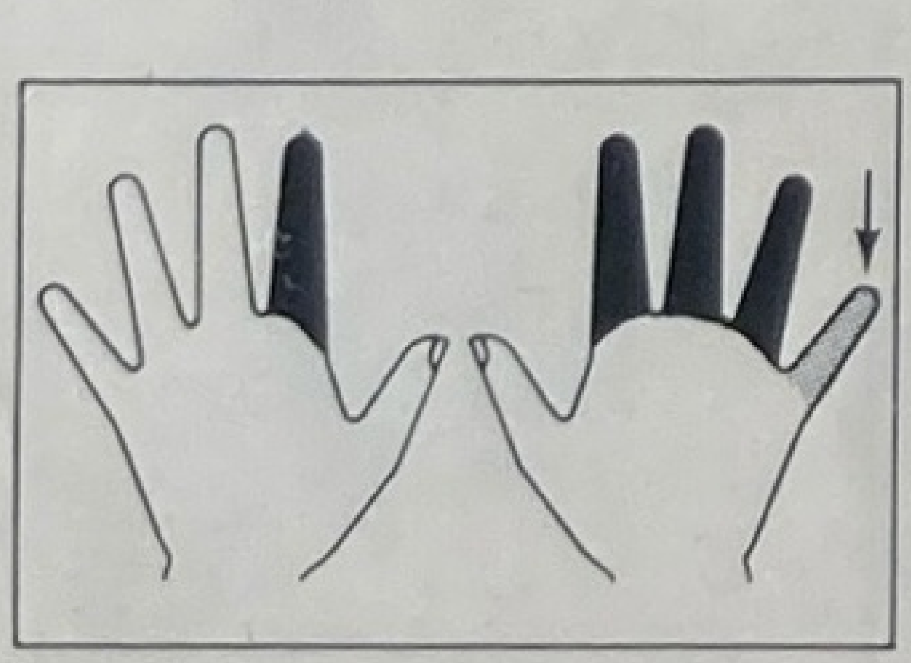


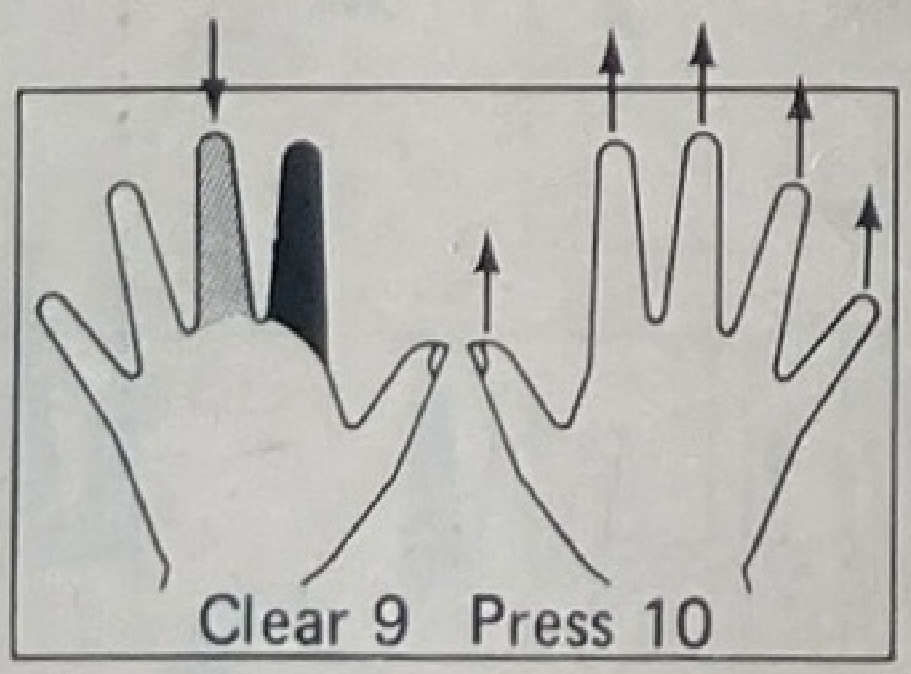
Parent and Child
Say Together ➡

TWO THREE FOUR
FIVE SIX

SEVEN EIGHT
NINE

+
2





Parent and Child
Say Together ➡

And two more
. . ONE

. . TWO

Read your
fingers

20

Problem

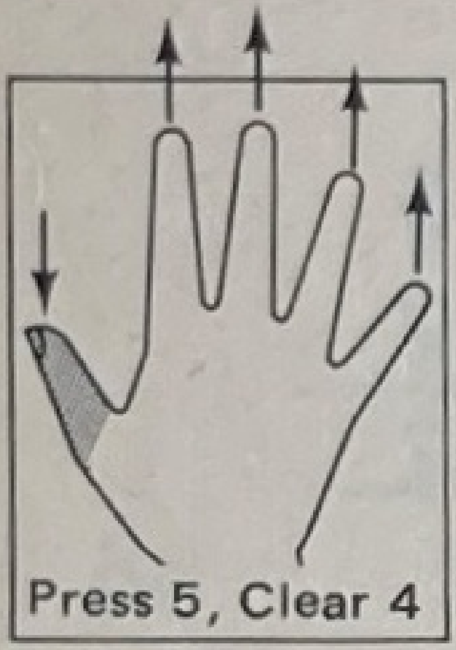
6 + 7 + 8 + 9

FINGER MANIPULATIONS

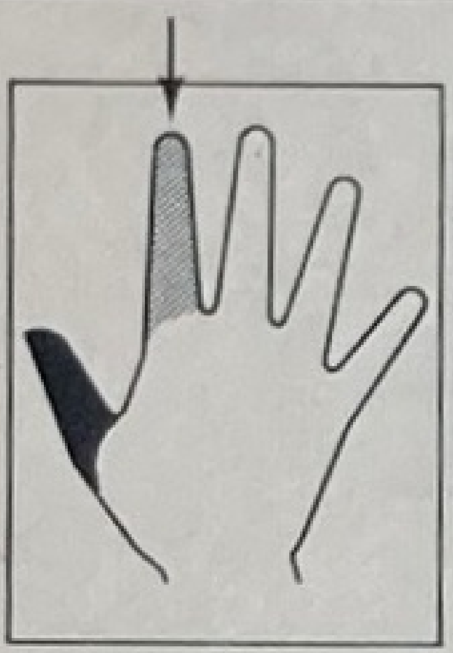
(PRESS ONE BY ONE)

6
+
7

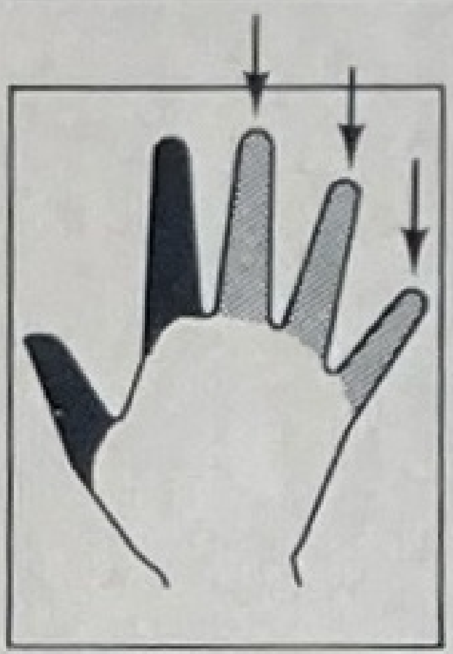
Parent and Child Say Together



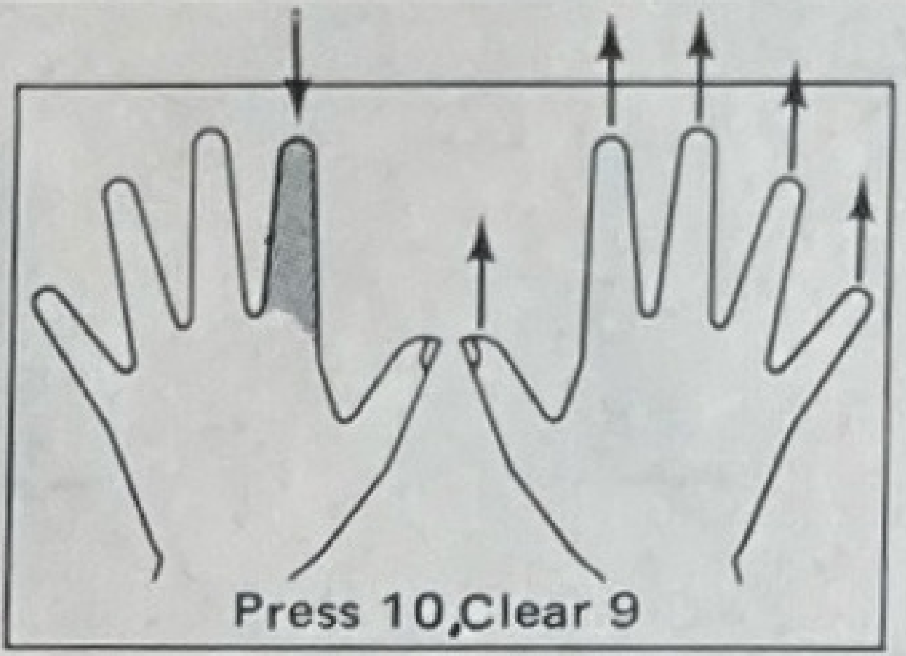
Press six . . ONE
TWO THREE
FOUR FIVE



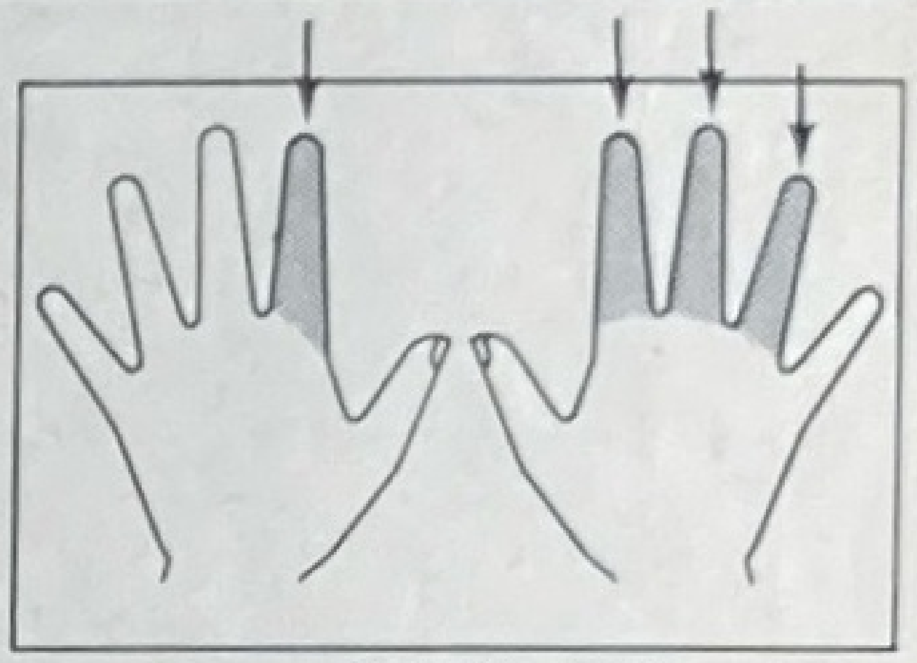
. . SIX



And seven more. .
ONE TWO THREE



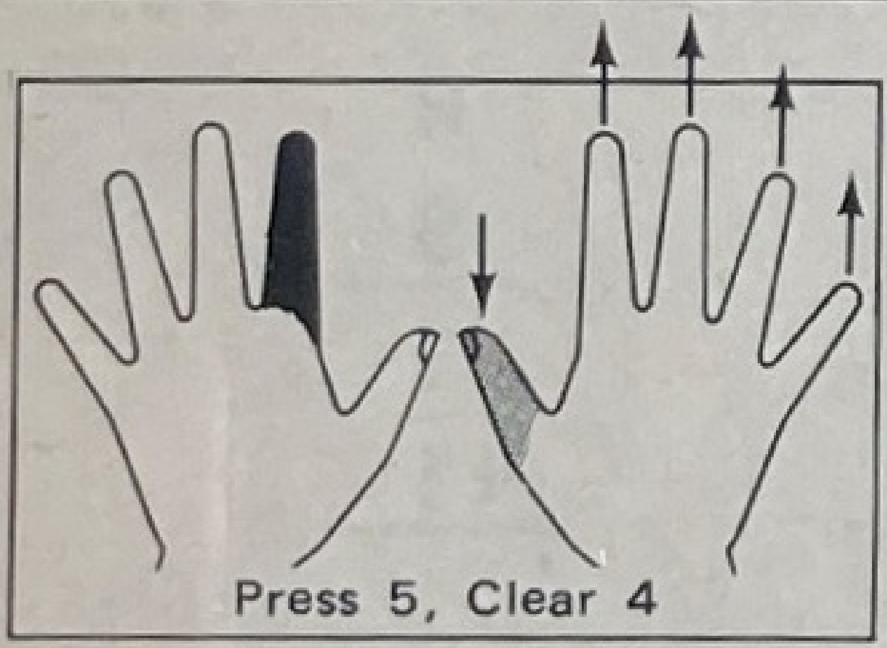
. . FOUR



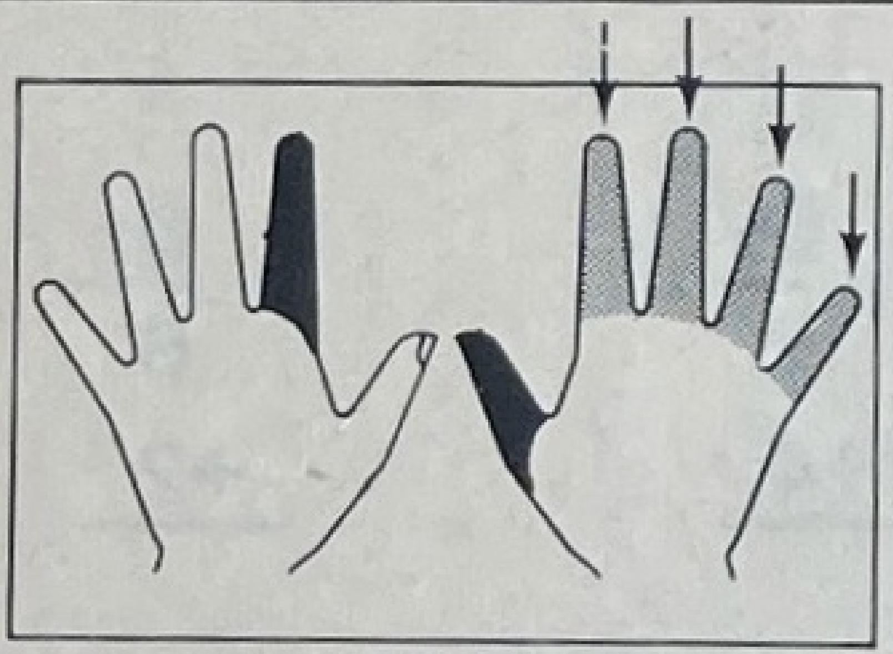
. . FIVE SIX
SEVEN

+
8

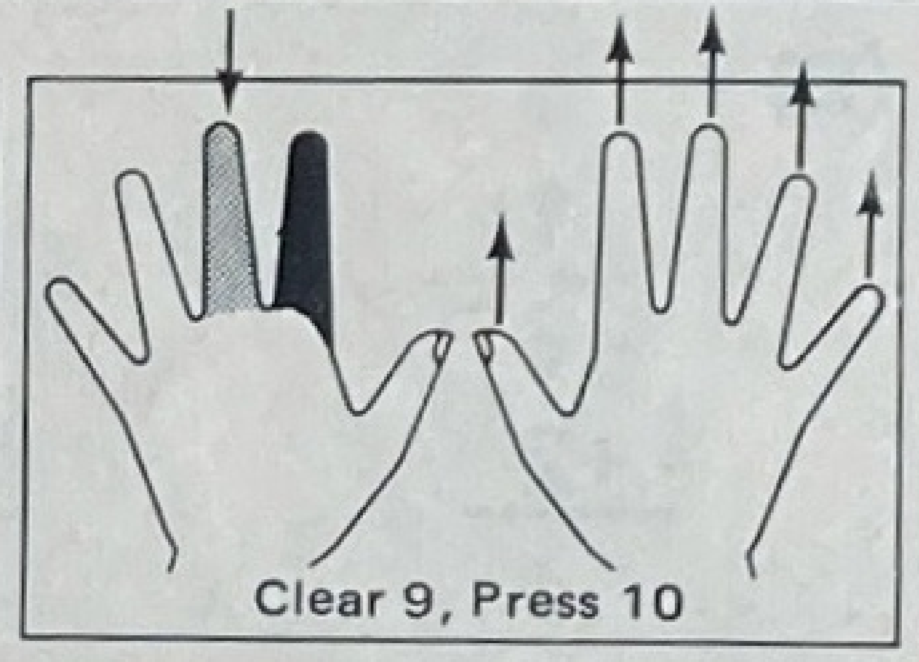
Parent and Child Say Together



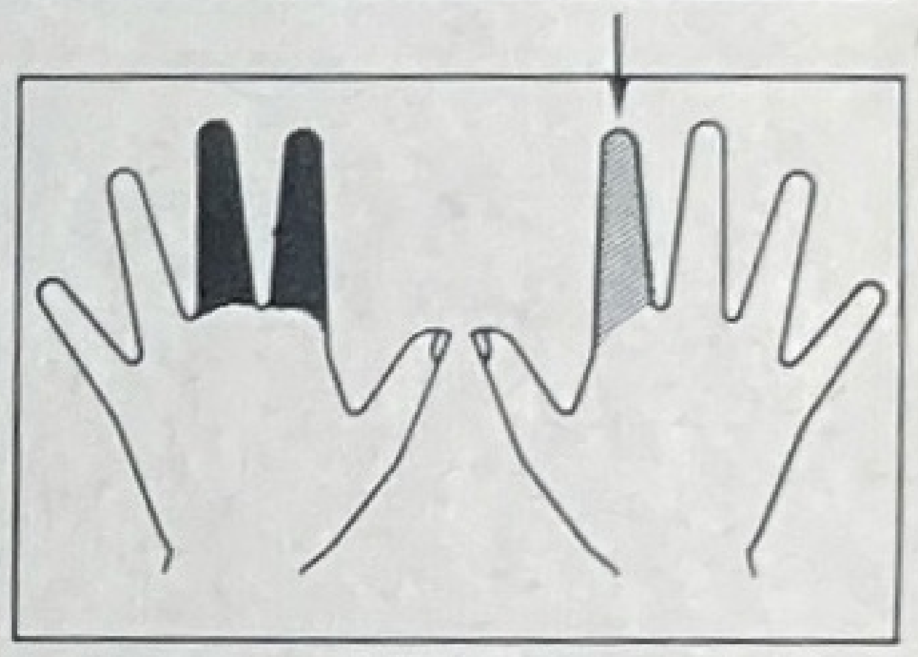
And eight more. .
ONE TWO



. . THREE FOUR
FIVE SIX



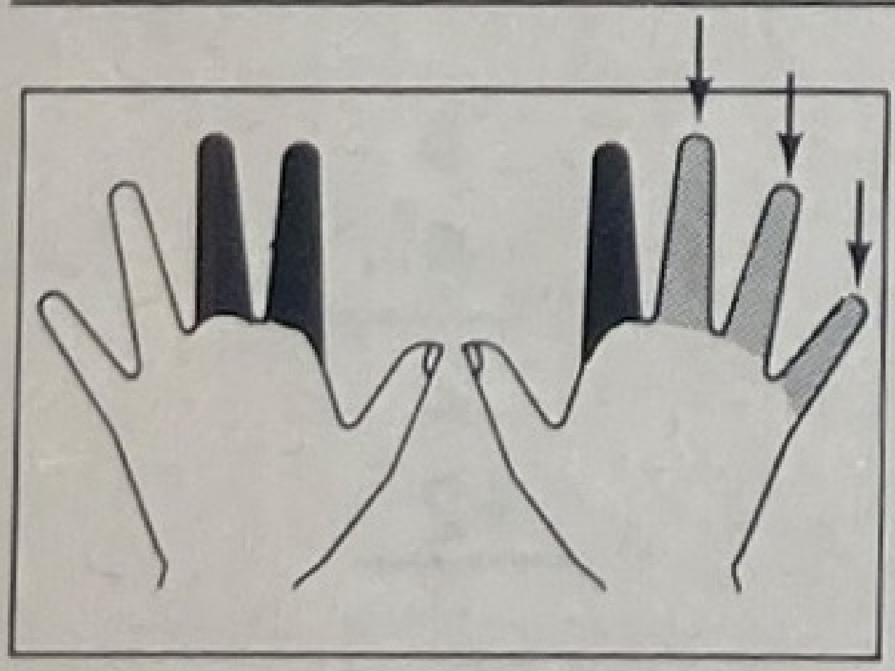
. . SEVEN



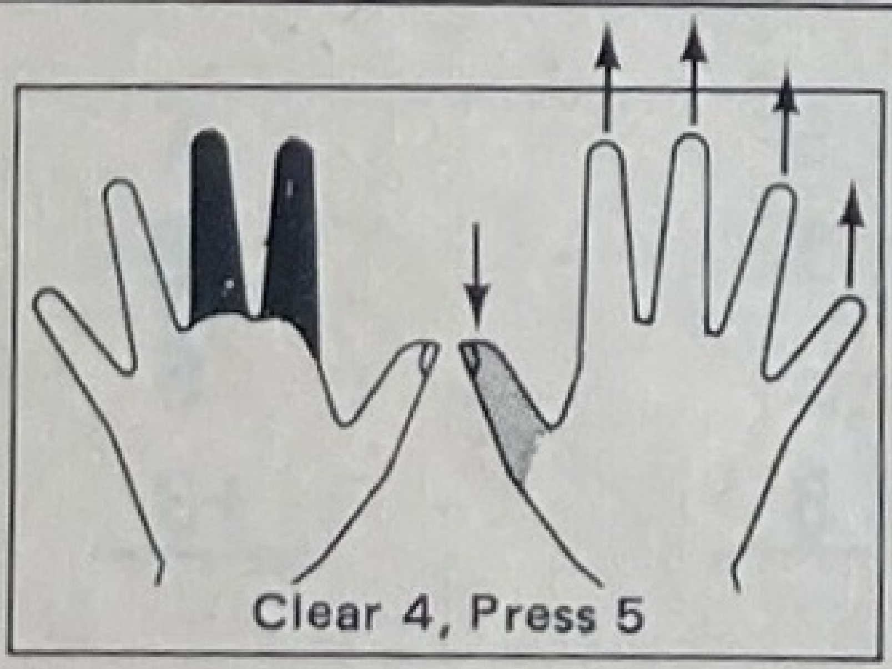
. . EIGHT

+
9

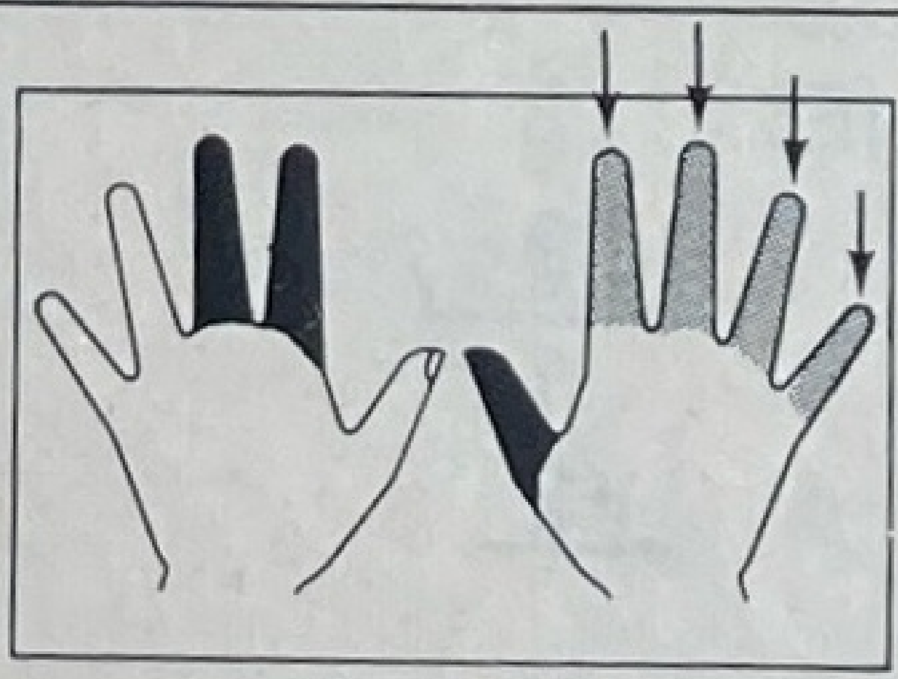
Parent and Child Say Together



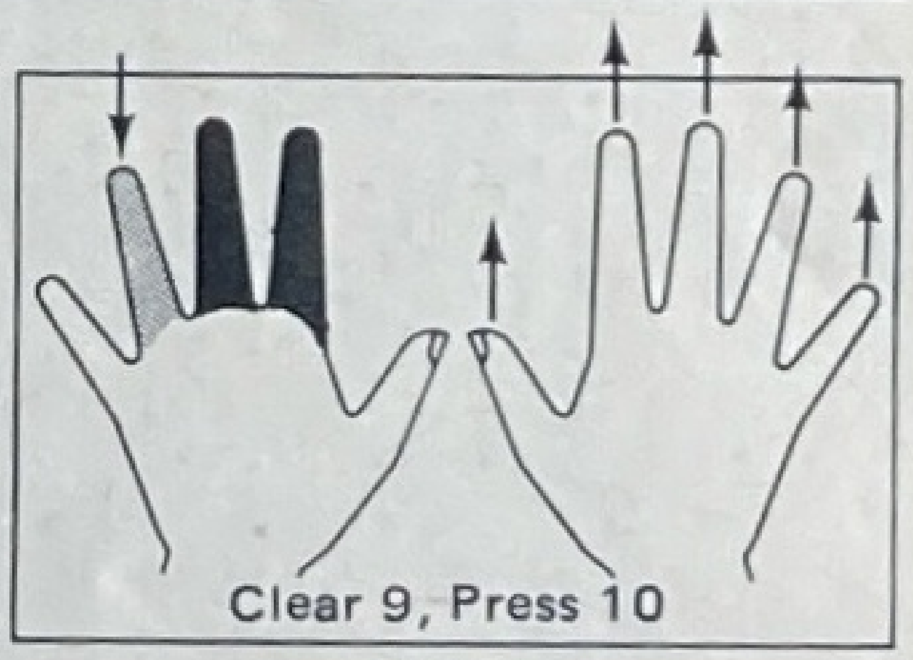
And nine more. .
ONE TWO THREE



. . FOUR



. . FIVE SIX
SEVEN EIGHT



. . NINE

Parents Say	Read your fingers
Child Answers	. . 30

ORAL PRACTICE

TOTALS FROM 10 TO 12

(V)

(A)

$$\begin{array}{r}1\\5\\\underline{+4}\end{array}\qquad\begin{array}{r}4\\1\\\underline{+5}\end{array}\qquad\begin{array}{r}5\\2\\\underline{+3}\end{array}\qquad\begin{array}{r}6\\2\\\underline{+2}\end{array}\qquad\begin{array}{r}6\\3\\\underline{+1}\end{array}$$

(B)

$$\begin{array}{r}0\\8\\\underline{+2}\end{array}\qquad\begin{array}{r}9\\1\\\underline{+0}\end{array}\qquad\begin{array}{r}5\\0\\\underline{+5}\end{array}\qquad\begin{array}{r}4\\2\\\underline{+4}\end{array}\qquad\begin{array}{r}3\\4\\\underline{+3}\end{array}$$

(C)

$$\begin{array}{r}1\\8\\\underline{+2}\end{array}\qquad\begin{array}{r}5\\2\\\underline{+4}\end{array}\qquad\begin{array}{r}3\\6\\\underline{+2}\end{array}\qquad\begin{array}{r}9\\1\\\underline{+1}\end{array}\qquad\begin{array}{r}4\\1\\\underline{+6}\end{array}$$

(D)

$$\begin{array}{r}6\\2\\\underline{+3}\end{array}\qquad\begin{array}{r}2\\1\\\underline{+8}\end{array}\qquad\begin{array}{r}2\\7\\\underline{+2}\end{array}\qquad\begin{array}{r}2\\2\\\underline{+7}\end{array}\qquad\begin{array}{r}5\\5\\\underline{+1}\end{array}$$

(E)

$$\begin{array}{r}9\\1\\\underline{+2}\end{array}\qquad\begin{array}{r}1\\3\\\underline{+8}\end{array}\qquad\begin{array}{r}3\\6\\\underline{+3}\end{array}\qquad\begin{array}{r}8\\2\\\underline{+2}\end{array}\qquad\begin{array}{r}5\\1\\\underline{+6}\end{array}$$

ORAL PRACTICE

TOTALS FROM 10 TO 12

(IV)

(A)

$$\begin{array}{r}1\\+9\\\hline\end{array}\qquad\begin{array}{r}9\\+1\\\hline\end{array}\qquad\begin{array}{r}3\\+7\\\hline\end{array}\qquad\begin{array}{r}7\\+3\\\hline\end{array}\qquad\begin{array}{r}2\\+8\\\hline\end{array}$$

(B)

$$\begin{array}{r}8\\+2\\\hline\end{array}\qquad\begin{array}{r}4\\+6\\\hline\end{array}\qquad\begin{array}{r}6\\+4\\\hline\end{array}\qquad\begin{array}{r}5\\+5\\\hline\end{array}\qquad\begin{array}{r}2\\+9\\\hline\end{array}$$

(C)

$$\begin{array}{r}8\\+3\\\hline\end{array}\qquad\begin{array}{r}9\\+2\\\hline\end{array}\qquad\begin{array}{r}5\\+6\\\hline\end{array}\qquad\begin{array}{r}4\\+7\\\hline\end{array}\qquad\begin{array}{r}3\\+8\\\hline\end{array}$$

(D)

$$\begin{array}{r}5\\+7\\\hline\end{array}\qquad\begin{array}{r}4\\+8\\\hline\end{array}\qquad\begin{array}{r}3\\+9\\\hline\end{array}\qquad\begin{array}{r}6\\+5\\\hline\end{array}\qquad\begin{array}{r}7\\+4\\\hline\end{array}$$

(E)

$$\begin{array}{r}4\\+8\\\hline\end{array}\qquad\begin{array}{r}7\\+5\\\hline\end{array}\qquad\begin{array}{r}8\\+4\\\hline\end{array}\qquad\begin{array}{r}9\\+3\\\hline\end{array}\qquad\begin{array}{r}6\\+6\\\hline\end{array}$$

ORAL PRACTICE

TOTALS FROM 15 TO 19

(VI)

(A)

6	9	7	8	7
+9	+6	+8	+7	+9

(B)

8	8	9	9	9
+8	+9	+9	+7	+8

(C)

1	6	4	2	7
8	2	3	7	2
+6	+7	+8	+6	+6

(D)

5	9	8	9	8
2	3	1	1	9
+8	+3	+6	+9	+2

(E)

5	3	4	4	3
5	8	4	5	6
+9	+8	+9	+7	+7

ORAL PRACTICE

TOTALS FROM 20 TO 27

(VII)

(A)	5	6	6	4	4
	6	7	6	7	8
	+9	+7	+8	+9	+8
(B)					
	2	3	5	3	4
	9	8	7	9	8
	+9	+9	+8	+9	+9
(C)					
	4	5	5	9	5
	9	7	8	9	9
	+9	+9	+8	+9	+9
(D)					
	6	6	7	6	6
	6	7	8	7	8
	+9	+8	+9	+9	+8
(E)					
	6	6	7	7	7
	8	9	7	7	7
	+9	+9	+7	+8	+9

ORAL PRACTICE

TOTALS FROM 28 TO 36

(VIII)

(A)	1 9 9 +9	2 8 9 +9	2 9 9 +9	3 7 9 +9	3 8 8 +9
(B)	3 9 9 +9	4 6 9 +9	4 7 8 +9	4 7 9 +9	4 8 8 +8
(C)	4 8 8 +9	4 8 9 +9	9 9 9 +9	5 5 9 +9	5 8 8 +9
(D)	5 6 9 +9	5 7 9 +9	5 8 8 +9	5 8 9 +9	5 9 9 +9
(E)	6 7 7 +8	6 7 8 +9	7 8 8 +9	8 8 8 +8	9 9 9 +9

Multi-Digit Addition – Calculations

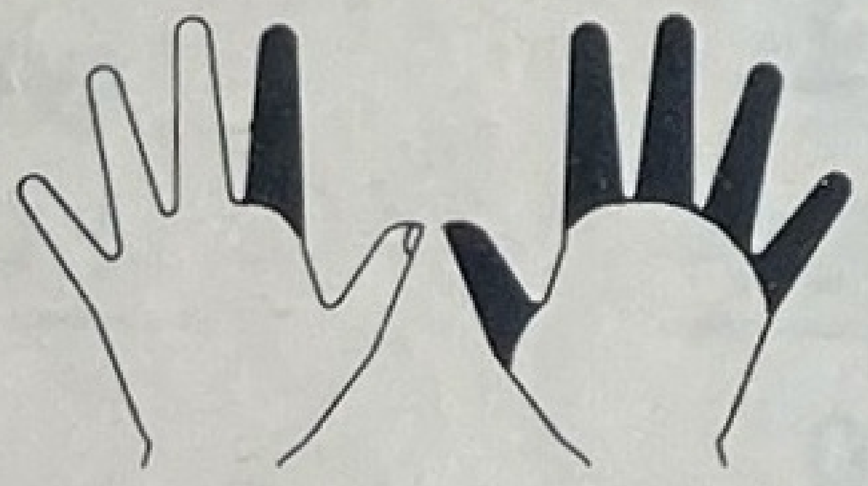
STAGE 1

One of the outstanding features of the CHISANBOP Finger Calculation Method is that even in Stage 1, a child will be able to add more than one column (multi-digit addition).

Since he is still using the first stage addition method, i.e. one-by-one (Unit-by-Unit) adding, the only new skill he has to acquire is the ability to place the "carry-over" number in the box provided.

EXAMPLE: $\boxed{1}$

$$\begin{array}{r} 23 \\ 64 \\ 58 \\ \underline{+34} \\ 179 \end{array}$$



Total registered after completing units column, 19.

The procedure to be followed here is: 1. Add the right column with the first stage manipulations already learned. Finding the total to be onety-nine (19), the fingers are positioned as above. The child then **writes** the number 9 below the line in the units column and writes the number $\boxed{1}$ in the carry-over box above the tens column. **The answer registered on the right hand is always the answer written under the line of the column just added. The answer on the left hand is always placed in the carry-over box.** This clearly illustrates place value.

To add the next column, he starts with the number in the box $\boxed{1}$. Upon completion of the column, the total answer is now written down in the proper spaces.

The multi-digit examples in this book begin with columns which do not individually add up to sums above nine. However, to prepare the child to add more than one column with a carry-over number, we first must have him enter a zero $\boxed{0}$ in the carry-over box because no numbers appear on the left hand. After examples like this are practiced, the child will compute examples with totals beyond 9. At this point he will have to write down the number that is registered on his left hand in the carry-over box provided. After this technique is mastered, the child learns a new skill which no longer requires use of the carry-over box. In the next stage, the carry-over numbers are transferred from the left hand to the right hand instead of using the carry-over box.

Multi-Digit Addition Examples

(I) TWO AND THREE DIGITS WITHOUT CARRYOVERS

(A)

$$\begin{array}{r} \square \\ 84 \\ 1 \\ +\ 2 \\ \hline \end{array} \qquad \begin{array}{r} \square \\ 34 \\ 12 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} \square \\ 7 \\ 30 \\ +51 \\ \hline \end{array} \qquad \begin{array}{r} \square \\ 22 \\ 42 \\ +31 \\ \hline \end{array}$$

(B)

$$\begin{array}{r} \square \\ 10 \\ 12 \\ +33 \\ \hline \end{array} \qquad \begin{array}{r} \square \\ 20 \\ 53 \\ +25 \\ \hline \end{array} \qquad \begin{array}{r} \square \\ 11 \\ 15 \\ +60 \\ \hline \end{array} \qquad \begin{array}{r} \square \\ 75 \\ 1 \\ +20 \\ \hline \end{array}$$

(C)

$$\begin{array}{r} \square\square \\ 152 \\ 23 \\ +603 \\ \hline \end{array} \qquad \begin{array}{r} \square\square \\ 15 \\ 32 \\ +902 \\ \hline \end{array} \qquad \begin{array}{r} \square\square \\ 241 \\ 356 \\ +201 \\ \hline \end{array} \qquad \begin{array}{r} \square\square \\ 310 \\ 444 \\ +123 \\ \hline \end{array}$$

For the Right Handed Child—After the child has added the One's column, he should write down the number registered on his Right Hand below the line in the One's column. Since, in these examples, there is no number registered on the Left Hand, he writes zero in the carrry-over box. He continues with this procedure working from right to left columns.

> The numbers registered on the Left Hand belong to the carry-over box while the numbers on the Right Hand belong to the total sum for each column.

THREE AND FOUR DIGITS WITH CARRYOVERS

(II)

(D)

□□	□□	□□	□□
269	842	342	940
435	63	58	29
+ 19	+876	+907	+ 81

For the Right Handed Child—After the child has added the One's column, he should first write down the number registered on his Right Hand below the line in the One's column *while keeping the Left Hand Pressed.* Then, he writes down the number registered on the Left Hand in the carry-over box above the Ten's column. He continues with this procedure working from right to left columns.

For the Left Handed Child—The Left Handed child follows a similar procedure with one important exception. *He always writes the number to go in the carry-over box, (i.e.—the number registered on the Left Hand), first, while keeping the Right Hand Pressed.* He then writes the number registered on his Right Hand below the line in the One's column. He continues with this procedure working from right to left columns.

> The numbers registered on the Left Hand belong to the carry-over box while the numbers on the Right Hand belong to the total sum for each column.

THREE AND FOUR DIGITS WITH CARRYOVERS - CONTINUED

(E)

☐☐	☐☐	☐☐	☐☐
183	294	123	936
129	375	911	183
+ 730	+ 604	+ 756	+ 705

(F)

☐☐☐	☐☐☐	☐☐☐	☐☐☐
6906	5216	2133	5730
9534	8235	8670	1206
1127	7400	1945	7894
+8058	+9714	+5602	+5912

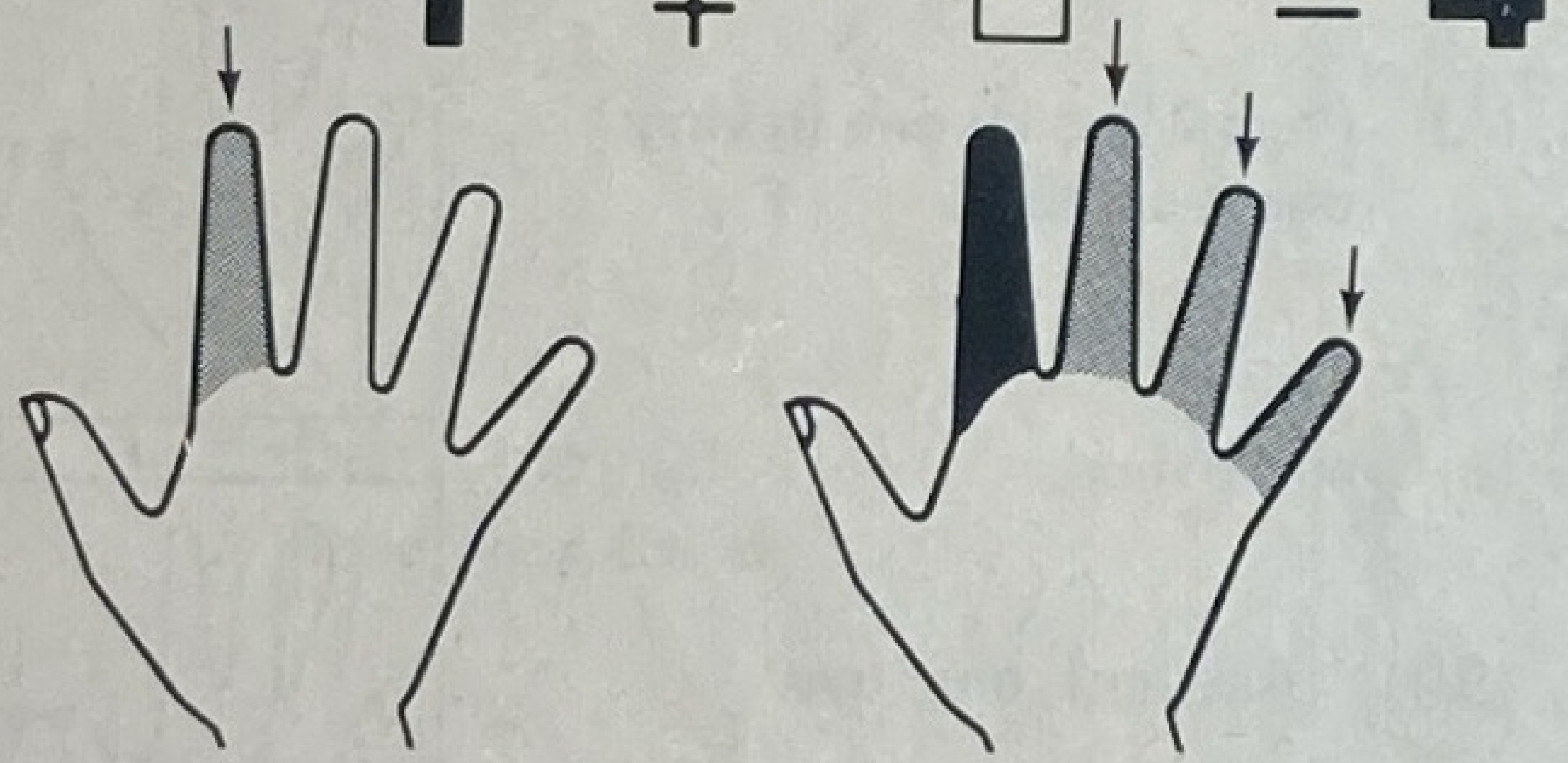
Algebra – (MISSING ADDENDS) **Calculations**

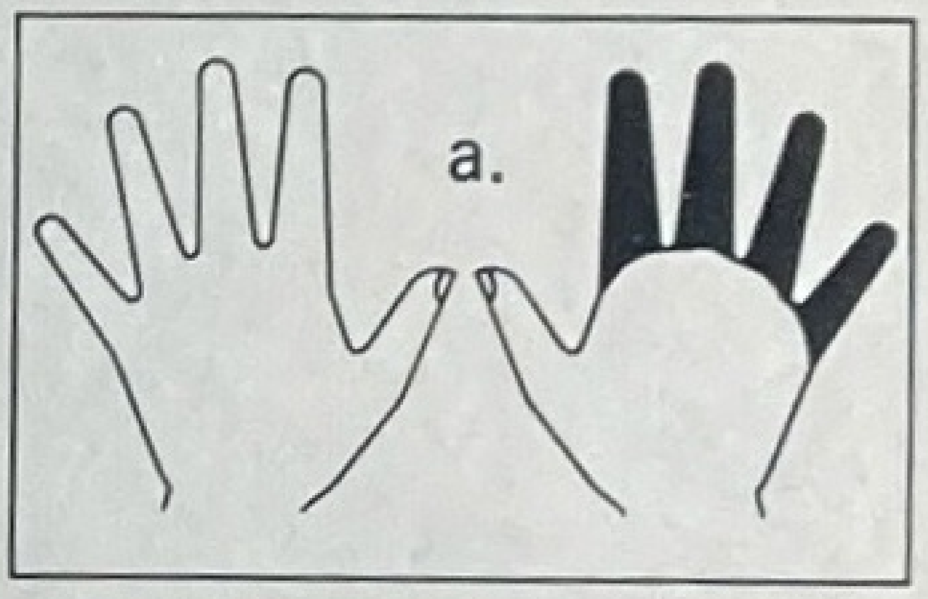
STAGE 1

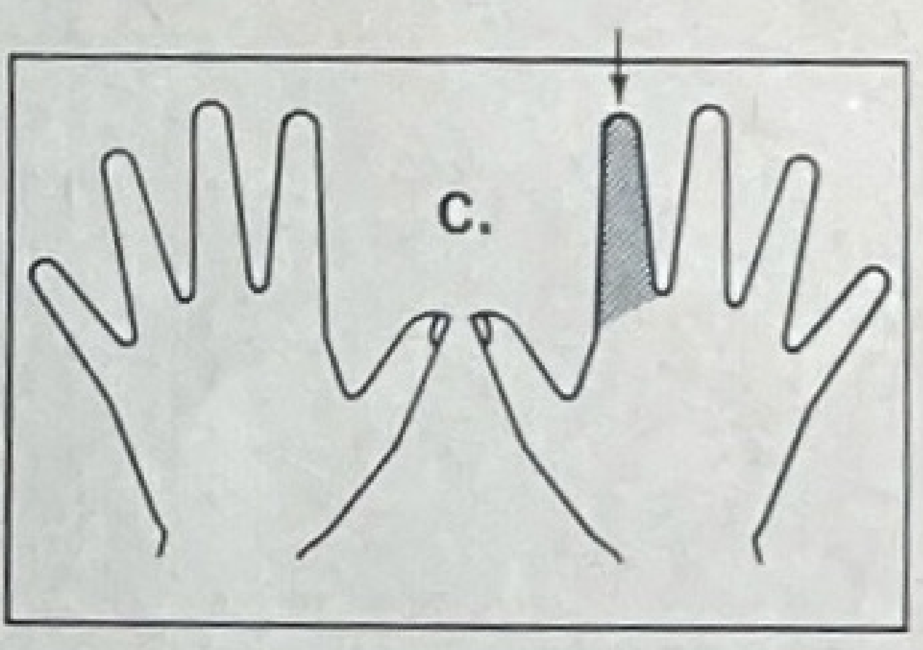
One of the concepts that a youngster can grasp with remarkable ease through the use of CHISANBOP is that of the **missing addend.** He has only to manipulate his fingers and be able to count to the picture of the sum in order to achieve the correct answer. This is primarily a tactile and visual process.

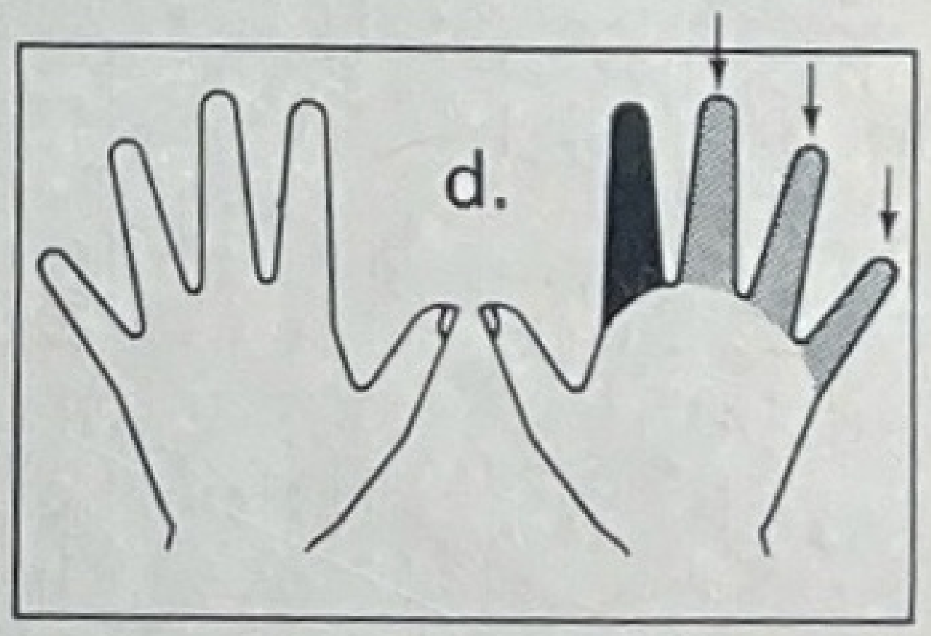
Below is the exact procedure that should be followed:

$$1 + \square = 4$$









a. The child should first be instructed to get a **picture** of the sum on his fingers, (4) in this example.

b. Parent says: "Good, clear your fingers, and remember the picture you just made before."

c. Parent says: "Now let's press the first number we see (in this example it is [1])."

d. Parent says: "Now let's count from that number (1) until we get the picture of 4 (which is the sum) on our fingers."

* The child proceeds by pressing the second, third and fourth finger while keeping the first finger pressed and saying "**one, two, three**", (the child's fingers should look like illustration d) the child stops counting when his fingers reach the picture of 4 in diagram a.

e. The parent now says, "How Many did you say?"

f. The child responds: "Three"

g. Parent says, "Good! What goes in the box?"

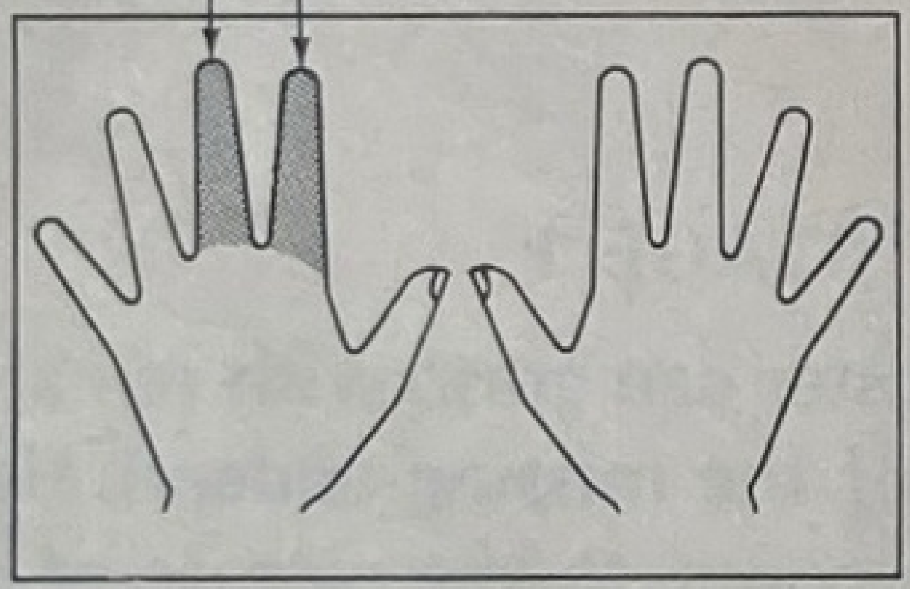
h. Child responds: "Three."

Note: As a child becomes proficient he no longer has to begin the example by pressing a picture of the sum.

ALGEBRA
(STAGE 1)

(A) 3 + (B) 6 + (C) 4 + □ = (D) 20

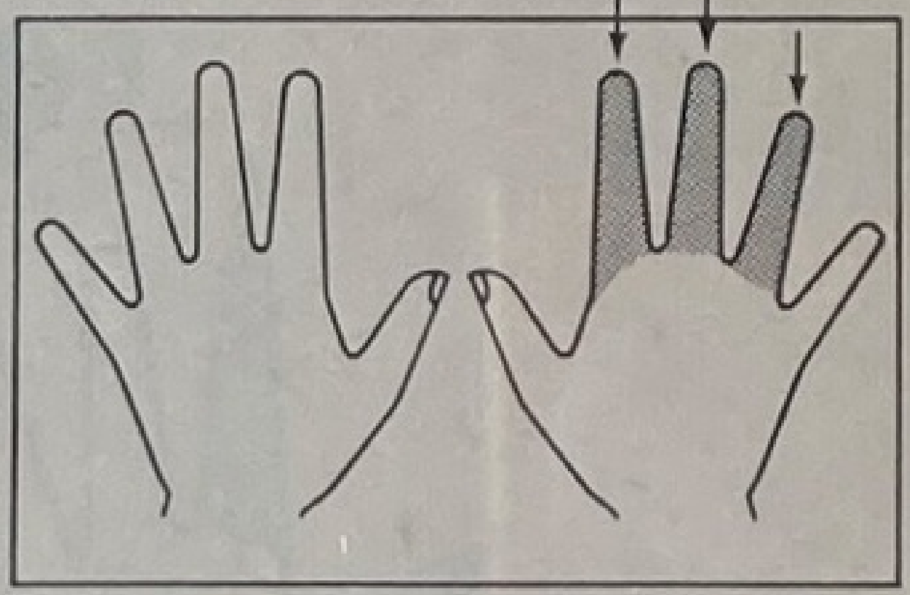
a. The child should first be instructed to get a **picture** of the sum on his fingers, (20) in this example.



b. Parents say: "Good, clear your fingers, and remember the picture you just made before."

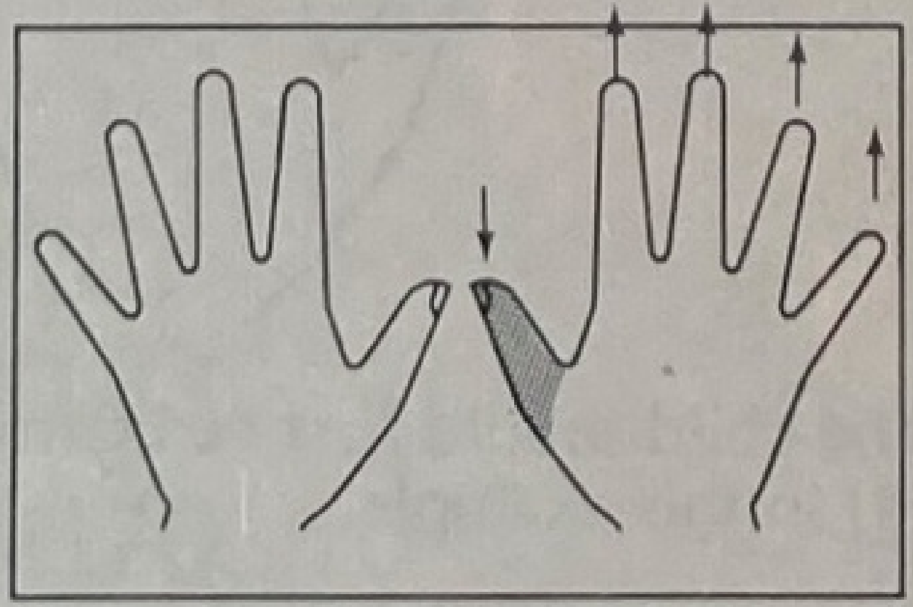
c. Parents say: "Now let's press the numbers as follows:

(A) Press 3 one by one (saying:)
one, two, three



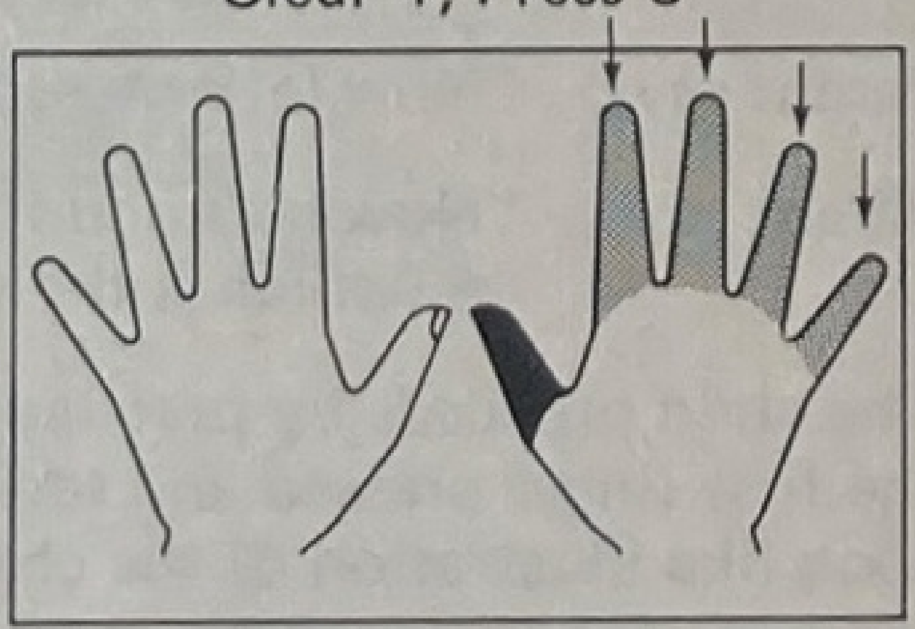
(B) and 6 more

(B-1) (saying:) **one, two**



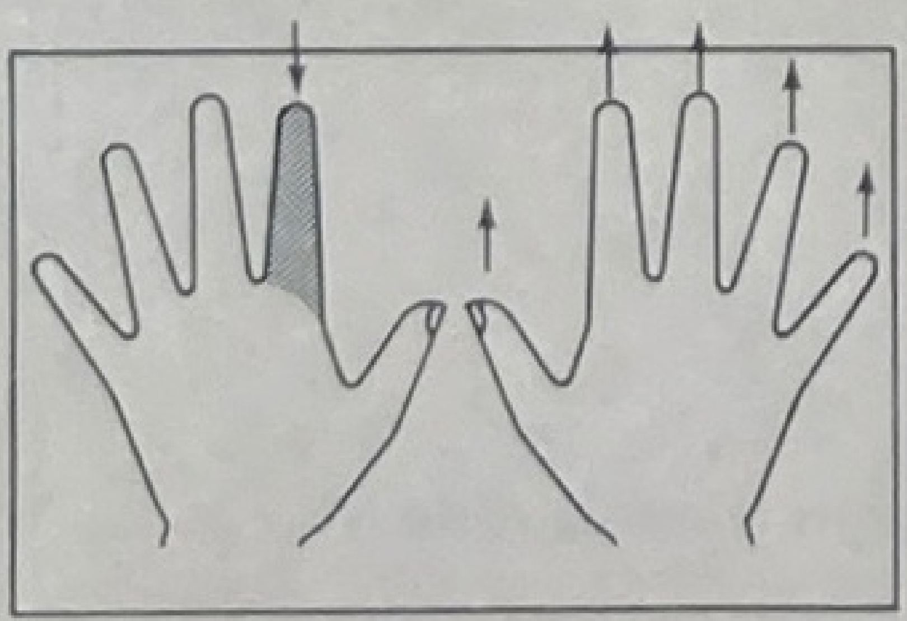
Through the manipulation of
Clear 4, Press 5

(B-2) (saying:)
three, four, five, six

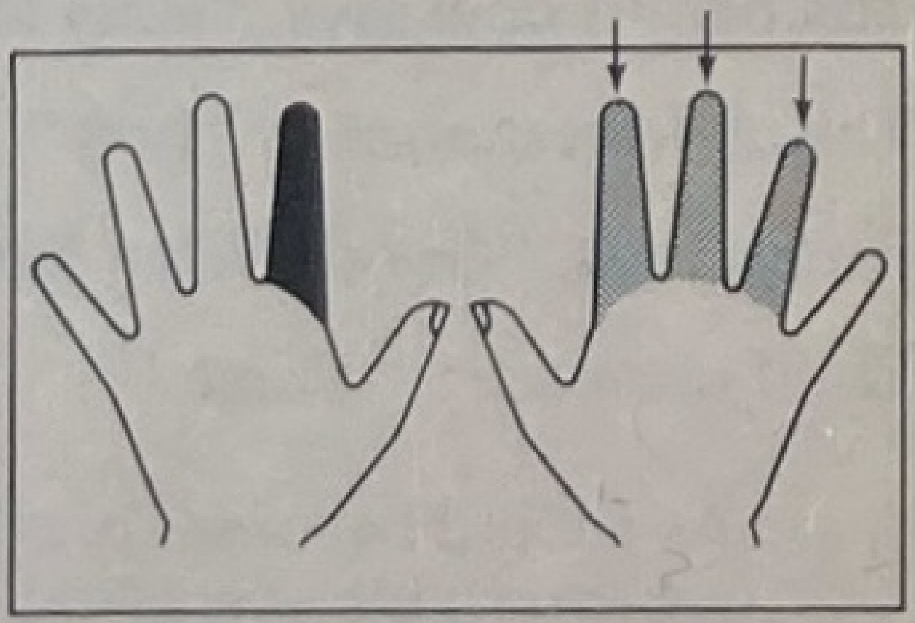


(C) and 4 more

(C-1) (saying:) **one**

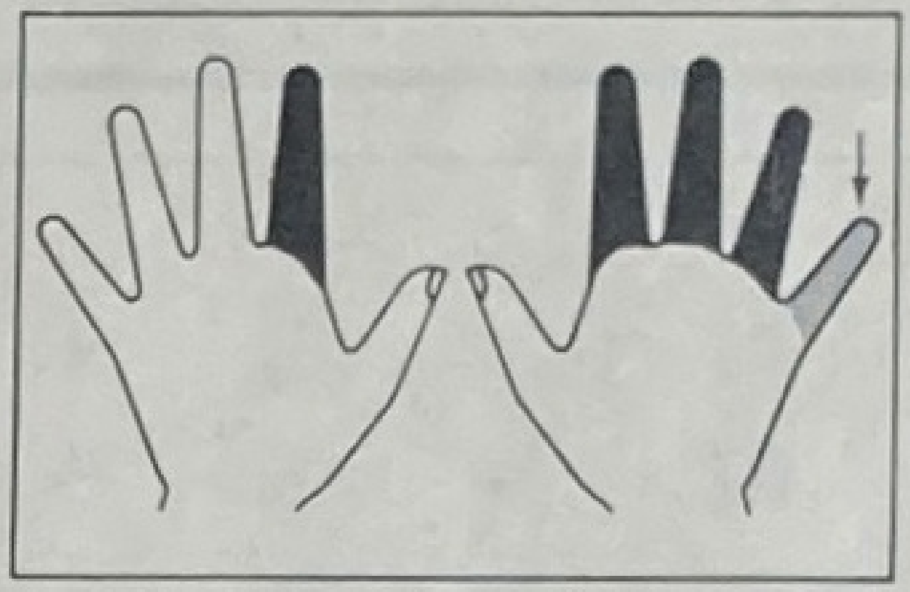


(C-2) (saying:)
two, three, four

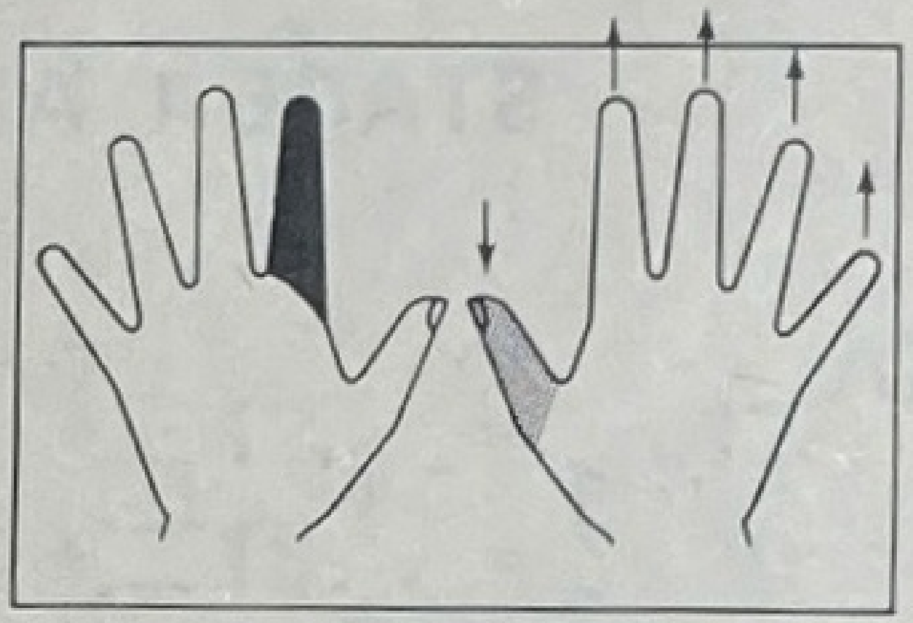


d. Parents say: "Now let's count until we get the picture of 20."

(D-1) (saying:) **one**

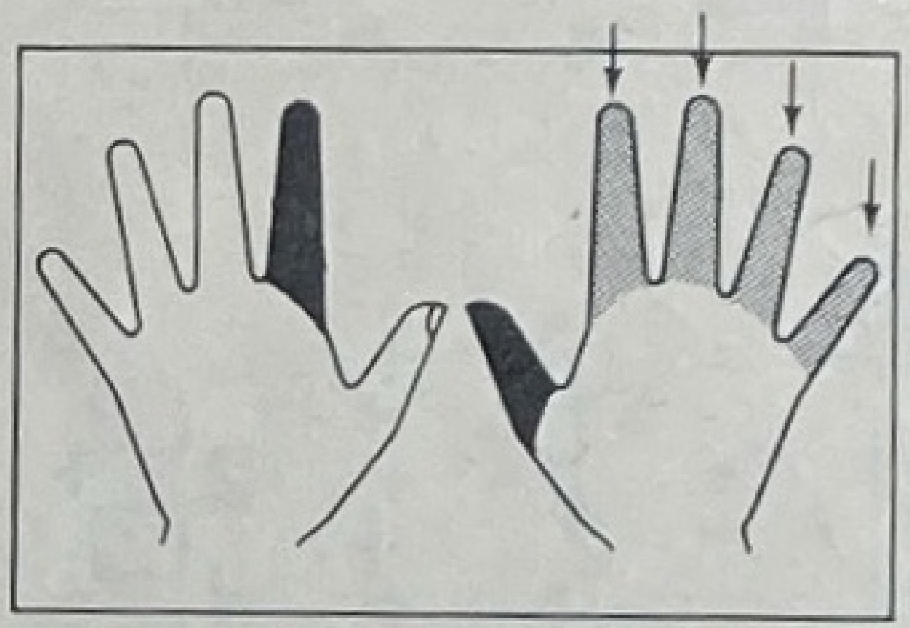


(D-2) (saying:) **two**

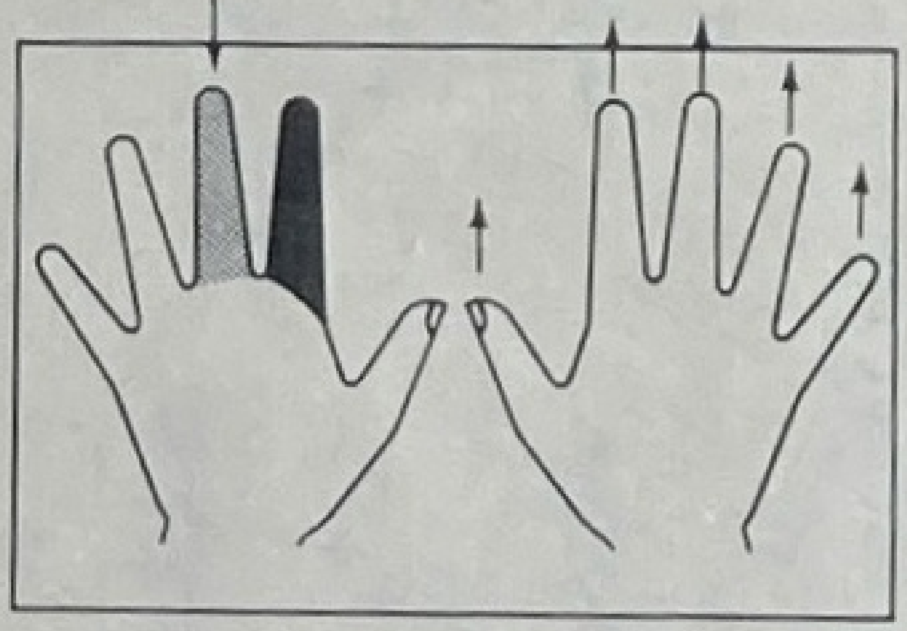


Through the manipulation of
Clear 4, Press 5

(D-3) (saying:)
three, four, five six



(D-4) (saying:) **seven**



Through the manipulation of
Clear 9, Press 10

(The child stops counting at the picture of 20 he made in "a" on opposite page)

e. The parent now says: "How many did you say?"

f. Child responds: "seven".

g. Parent says, "Good! What goes in the box?"

h. Child responds: "Seven".

Algebra – (MISSING ADDEND) **Examples**

STAGE 1 ALGEBRA – MISSING ADDENDS

(A)

$1 + \square = 4$
$2 + \square = 4$
$3 + \square = 4$
$4 + \square = 4$

$1 + \square = 5$
$2 + \square = 5$
$3 + \square = 5$
$4 + \square = 5$

(B)

$1 + \square = 9$
$2 + \square = 9$
$3 + \square = 9$
$4 + \square = 9$

$5 + \square = 9$
$6 + \square = 9$
$7 + \square = 9$
$8 + \square = 9$

(C)

$1 + \square = 10$
$2 + \square = 10$
$3 + \square = 10$
$4 + \square = 10$

$5 + \square = 10$
$6 + \square = 10$
$7 + \square = 10$
$8 + \square = 10$

(D)

$10 + \square = 15$
$11 + \square = 15$
$12 + \square = 15$
$13 + \square = 15$

$8 + \square = 13$
$9 + \square = 15$
$7 + \square = 16$
$5 + \square = 12$

STAGE 1 ALGEBRA – MISSING ADDENDS

(A)

□ + 6 = 11
□ + 7 = 12
□ + 8 = 13
□ + 9 = 14

□ + 2 = 11
□ + 5 = 14
□ + 4 = 13
□ + 3 = 12

(B)

□ + 16 = 20
□ + 17 = 24
□ + 18 = 22
□ + 19 = 25

□ + 12 = 17
□ + 13 = 20
□ + 14 = 19
□ + 15 = 24

(C)

□ + 19 = 24
□ + 28 = 32
□ + 24 = 30
□ + 20 = 29

□ + 3 + 6 = 14
□ + 9 + 1 = 12
□ + 5 + 4 = 18
□ + 3 + 2 = 13

(D)

7 + □ + 7 = 21
4 + □ + 8 = 16
5 + □ + 6 = 15
3 + □ + 9 = 19

4 + 6 + □ = 14
5 + 9 + □ = 22
3 + 8 + □ = 18
7 + 8 + □ = 23

Stage 1—Multiplication

Multiplication, in the first stage, which is mainly applied for Kindergarten and First Grade, is an extension of addition. In other words, the children are adding the same numbers in succession. Through the use of the CHISANBOP Finger Calculation Method, children grasp the **meaning** of multiplication more easily. They actually **see** on their fingers the progression of numbers.

In conventional methods, a child must be able to learn and remember **four** separate skills.

For example, in the problem

$$\begin{array}{r} 4 \\ \times 3 \\ \hline 12 \end{array}$$

(a) unit number
(b) how many times
(c) adding (3+3+3+3)
(d) remembering the result

Compare this with the CHISANBOP Method where all totals are registered on the fingers. The Counting-Aid-Chart is used by young children in the beginning stages of multiplication (see next page for Chart and Instructions). It enables them to keep track of how many times a number is added.

Before using each chart, the child must practice this exercise **orally.**

Press ones to ten—saying one, one, one, etc. until ten is reached.

Press twos to twenty—saying one two, one two, etc. until twenty is reached.

Press threes to thirty—saying one two three etc. until thirty is reached.

Press fours to forty—saying one two three four etc. until forty is reached.

Press fives to fifty—saying one two three four five etc. until fifty is reached.

The answer is never established until the child is asked to read his fingers at any given point.

In order to count to six by pressing twos, three times

Right Way: One two, one two, one two, three times. Then ask him to read his fingers. The child's response should be "**six**".

Wrong Way: Pressing one, two, three, four, five, six, consecutively.

(As previously noted, before using this chart, the child must practice this exercise orally. Press twos to twenty––(saying:) one two...one two...one two...etc., until twenty is reached.)

COUNTING AID CHART
STAGE 1 MULTIPLICATION
"TWOS"

Starting Point

$\boxed{1}$ **+2**	——	$\boxed{2}$ **+2**	——	$\boxed{3}$ **+2**
$\boxed{4}$ **+2**	——	$\boxed{5}$ **+2**	——	$\boxed{6}$ **+2**
$\boxed{7}$ **+2**	——	$\boxed{8}$ **+2**	——	$\boxed{9}$ **+2**

EXAMPLE: 9 x 2. What the child will be doing is adding two nine times. With the chart the child can keep count of the amount of times that two is being pressed.

The numbers in the boxes indicate the amount of times you are multiplying the number two. Procedure follows;

Have the child move his fingers from square to square as you say, "Press two saying one two...one two...etc. When he reaches square 9, say to the child, "Read your fingers". The child will respond, "18".

After this method is practiced many times, the child will be able to move his eyes only from square to square as he manipulates his fingers. Ultimately, the child is able to mentally keep track of how many times he has pressed a number.

STAGE 1 MULTIPLICATION EXERCISES

"TWOS"

(A)

$$\begin{array}{ccccc} \boxed{2} & \boxed{4} & \boxed{6} & \boxed{8} & \boxed{0} \\ \underline{\text{x}2} & \underline{\text{x}2} & \underline{\text{x}2} & \underline{\text{x}2} & \underline{\text{x}2} \end{array}$$

(B)

$$\begin{array}{ccccc} \boxed{1} & \boxed{3} & \boxed{5} & \boxed{7} & \boxed{9} \\ \underline{\text{x}2} & \underline{\text{x}2} & \underline{\text{x}2} & \underline{\text{x}2} & \underline{\text{x}2} \end{array}$$

(C)

$$\begin{array}{ccccc} \boxed{6} & \boxed{4} & \boxed{0} & \boxed{2} & \boxed{8} \\ \underline{\text{x}2} & \underline{\text{x}2} & \underline{\text{x}2} & \underline{\text{x}2} & \underline{\text{x}2} \end{array}$$

(D)

$$\begin{array}{ccccc} \boxed{7} & \boxed{5} & \boxed{9} & \boxed{1} & \boxed{3} \\ \underline{\text{x}2} & \underline{\text{x}2} & \underline{\text{x}2} & \underline{\text{x}2} & \underline{\text{x}2} \end{array}$$

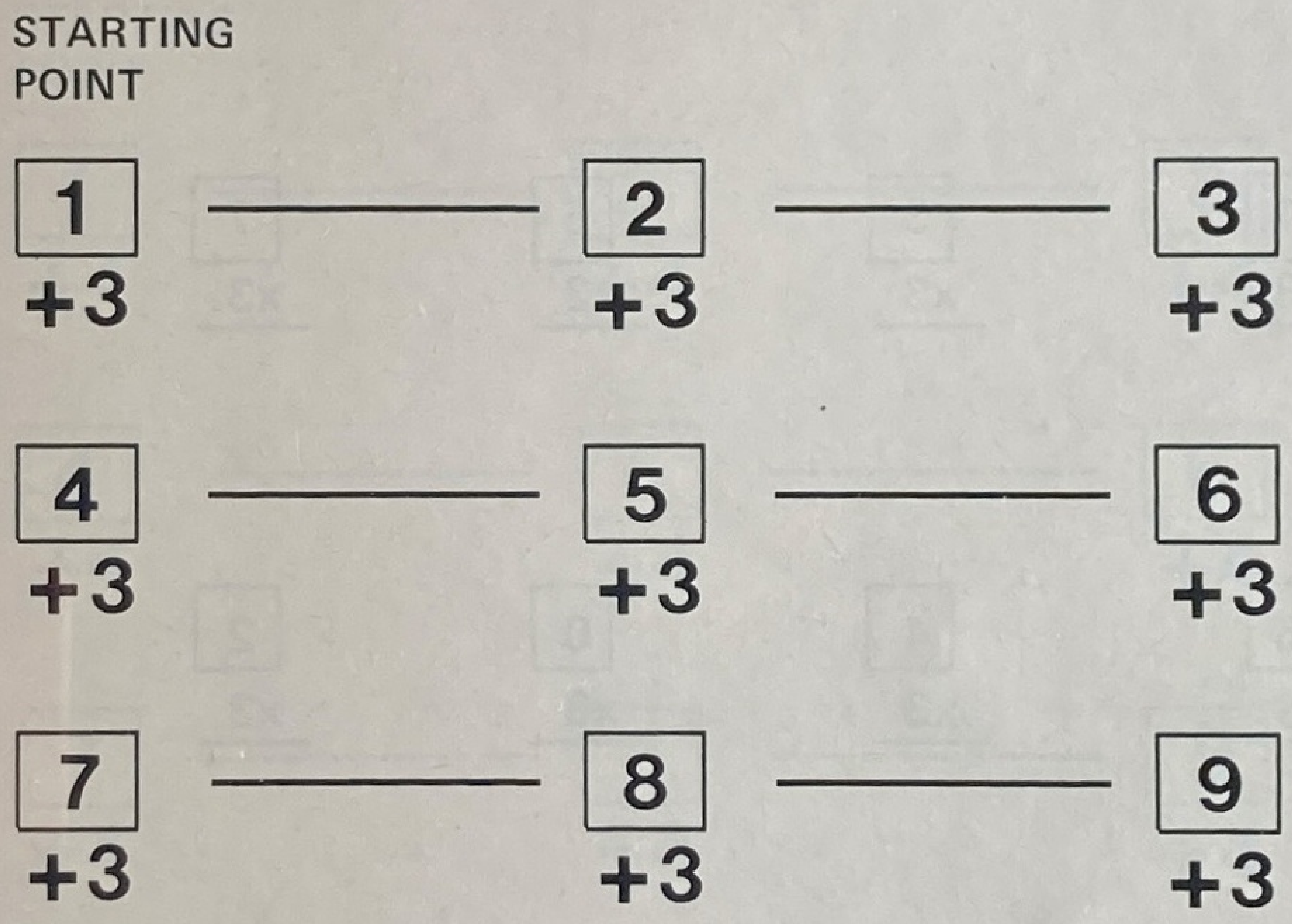
1. The numbers shown in the box above each problem indicate "how many times" you are going to add the unit (in this example, 2). To arrive at the product for 2 unit multiplication, add 2 repeatedly until you reach the number of times shown in the box. Always start from square $\boxed{1}$ on the Counting Aid Chart.
2. Use the Counting Aid Chart in the beginning of Stage 1 multiplication.

As previously noted, before using this chart, the child must practice this exercise orally. Press threes to thirty—(saying:) one two three...one two three...etc., until thirty is reached.

COUNTING AID CHART

STAGE 1 MULTIPLICATION

"THREES"



EXAMPLE: 9 x 3. What the child will be doing is adding three nine times. With the chart the child can keep count of the amount of times that three is being Pressed.

The numbers in the boxes indicate the amount of times you are multiplying the number three.

Procedure follows:

Have the child move his fingers from square to square as you say, "Press three saying one two three...one two three...etc. When he reaches square 9, say to the child, "Read your fingers". The child will respond, "27".

After this method is practiced many times, the child will be able to move his eves only from square to square as he manipulates his fingers. Ultimately, the child is able to mentally keep track of how many times he has Pressed a Number.

STAGE 1 MULTIPLICATION EXERCISES

"THREES"

(A) $\begin{array}{c}\boxed{2}\\ \text{x3}\\ \hline\end{array}$ $\quad\begin{array}{c}\boxed{4}\\ \text{x3}\\ \hline\end{array}$ $\quad\begin{array}{c}\boxed{6}\\ \text{x3}\\ \hline\end{array}$ $\quad\begin{array}{c}\boxed{8}\\ \text{x3}\\ \hline\end{array}$ $\quad\begin{array}{c}\boxed{0}\\ \text{x3}\\ \hline\end{array}$

(B) $\begin{array}{c}\boxed{1}\\ \text{x3}\\ \hline\end{array}$ $\quad\begin{array}{c}\boxed{3}\\ \text{x3}\\ \hline\end{array}$ $\quad\begin{array}{c}\boxed{5}\\ \text{x3}\\ \hline\end{array}$ $\quad\begin{array}{c}\boxed{7}\\ \text{x3}\\ \hline\end{array}$ $\quad\begin{array}{c}\boxed{9}\\ \text{x3}\\ \hline\end{array}$

(C) $\begin{array}{c}\boxed{6}\\ \text{x3}\\ \hline\end{array}$ $\quad\begin{array}{c}\boxed{4}\\ \text{x3}\\ \hline\end{array}$ $\quad\begin{array}{c}\boxed{0}\\ \text{x3}\\ \hline\end{array}$ $\quad\begin{array}{c}\boxed{2}\\ \text{x3}\\ \hline\end{array}$ $\quad\begin{array}{c}\boxed{8}\\ \text{x3}\\ \hline\end{array}$

(D) $\begin{array}{c}\boxed{7}\\ \text{x3}\\ \hline\end{array}$ $\quad\begin{array}{c}\boxed{5}\\ \text{x3}\\ \hline\end{array}$ $\quad\begin{array}{c}\boxed{9}\\ \text{x3}\\ \hline\end{array}$ $\quad\begin{array}{c}\boxed{1}\\ \text{x3}\\ \hline\end{array}$ $\quad\begin{array}{c}\boxed{3}\\ \text{x3}\\ \hline\end{array}$

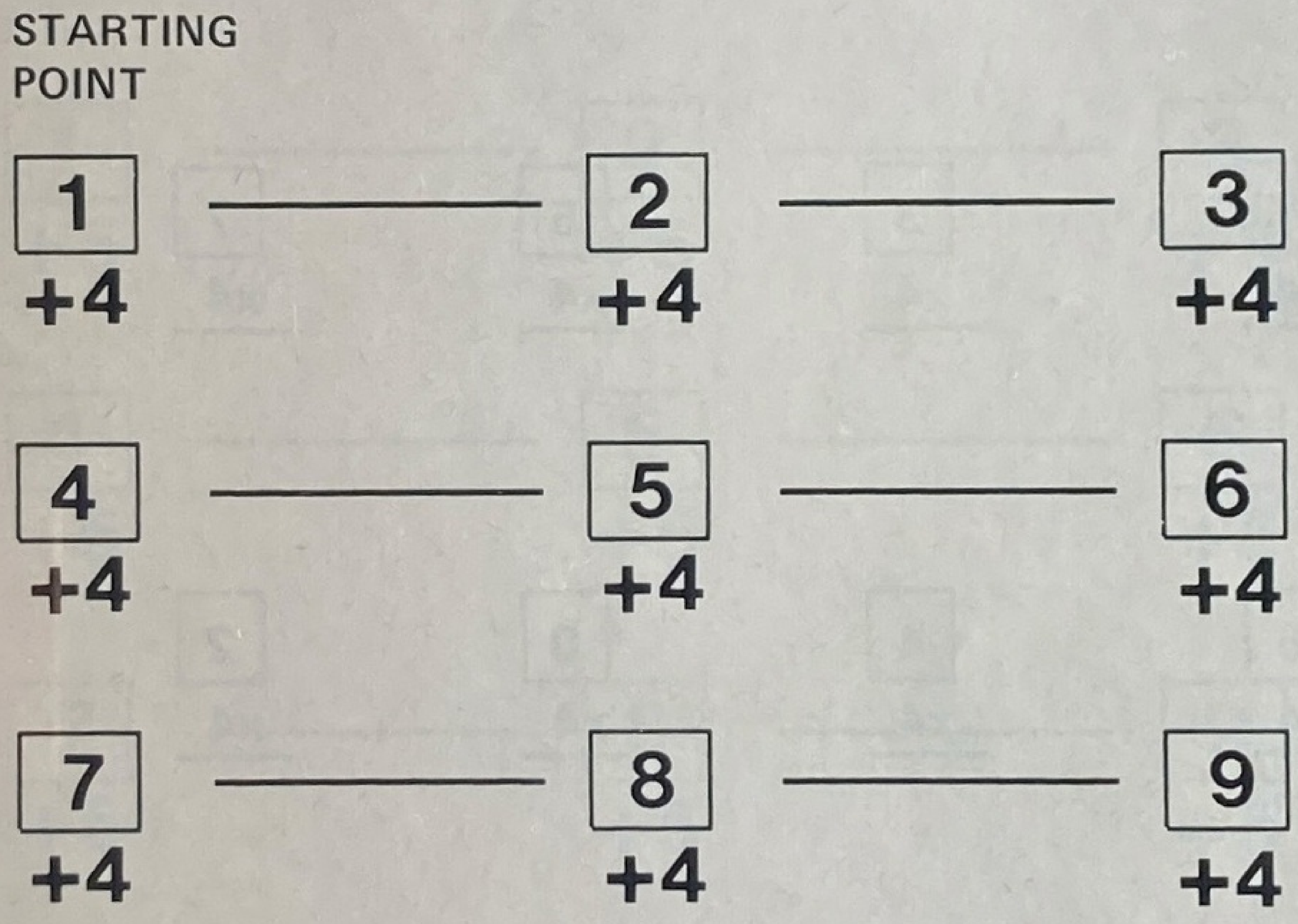
1. The numbers shown in the box above each problem indicate "how many times" you are going to add the unit (in this example, **3**). To arrive at the product for 3 unit multiplication, add 3 repeatedly until you reach the number of times shown in the box. Always start from square $\boxed{1}$ on the Counting Aid Chart.
2. Use the Counting Aid Chart in the beginning of Stage 1 multiplication.

As previously noted, before using this cahrt, the child must practice this exercise orally. Press fours to forty—(saying:) one two three four...one two three four...etc., until forty is reached.

COUNTING AID CHART

STAGE 1 MULTIPLICATION

"FOURS"



EXAMPLE: 9 x 4. What the child will be doing is adding four nine times. With the chart the child can keep count of the amount of times that four is being Pressed.

The numbers in the boxes indicate the amount of times you are multiplying the number four.

Procedure follows:

Have the child move his fingers from square to square as you say, "Press four saying one two three four...one two three four...etc." When he reaches square 9, say to the child, "Read your fingers". The child will respond, "36".

After this method is practiced many times, the child will be able to move his eyes only from square to square as he manipulates his fingers. Ultimately, the child is able to mentally keep track of how many times he has Pressed a number.

STAGE 1 MULTIPLICATION EXERCISES
"FOURS"

(A)	$\boxed{2}$ x4	$\boxed{4}$ x4	$\boxed{6}$ x4	$\boxed{8}$ x4	$\boxed{0}$ x4
(B)	$\boxed{1}$ x4	$\boxed{3}$ x4	$\boxed{5}$ x4	$\boxed{7}$ x4	$\boxed{9}$ x4
(C)	$\boxed{6}$ x4	$\boxed{4}$ x4	$\boxed{0}$ x4	$\boxed{2}$ x4	$\boxed{8}$ x4
(D)	$\boxed{7}$ x4	$\boxed{5}$ x4	$\boxed{9}$ x4	$\boxed{1}$ x4	$\boxed{3}$ x4

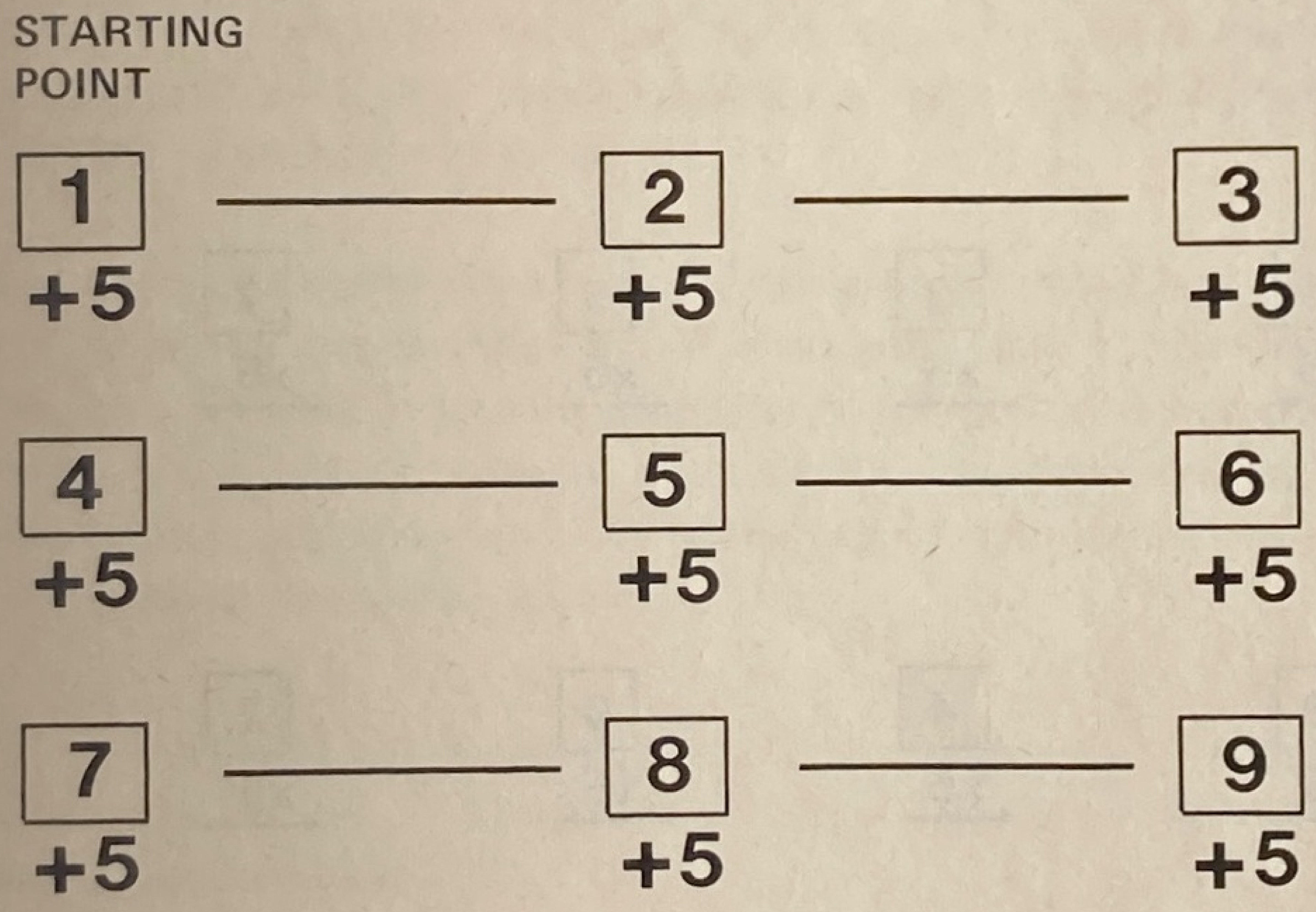
1. The numbers shown in the box above each problem indicate "how many times" you are going to add the unit (in this example, 4). To arrive at the product for 4 unit multiplication, add 4 repeatedly until you reach the number of times shown in the box. Always start from square $\boxed{1}$ on the Counting Aid Chart.
2. Use the Counting Aid Chart in the beginning of Stage 1 multiplication.

As previously noted, before using this chart, the child must practice this exercise orally. Press fives to fifty—(saying:) one, two, three, four, five, one, two, three, four, five etc., until fifty is reached.

COUNTING AID CHART

STAGE 1 MULTIPLICATION

"FIVES"



EXAMPLE: 9 x 5. What the child will be doing is adding five nine times. With the chart the child can keep count of the amount of times that five is being pressed.

The numbers in the boxes indicate the amount of times your are multiplying the number five.

Procedure follows:

Have the child move his fingers from square to square as you say, "Press five saying one, two, three, four, five...one, two, three, four, five...etc." When he reaches square 9, say to the child, "Read your fingers". The child will respond, "45".

After this method is practiced many times, the child will be able to move his eyes only from square to square as he manipulates his fingers. Ultimately, the child is able to mentally keep track of how many times he has Pressed a number.

STAGE 1 MULTIPLICATION EXERCISES

"FIVES"

(A)	$\boxed{2}$ $\underline{\text{x5}}$	$\boxed{4}$ $\underline{\text{x5}}$	$\boxed{6}$ $\underline{\text{x5}}$	$\boxed{8}$ $\underline{\text{x5}}$	$\boxed{0}$ $\underline{\text{x5}}$
(B)	$\boxed{1}$ $\underline{\text{x5}}$	$\boxed{3}$ $\underline{\text{x5}}$	$\boxed{5}$ $\underline{\text{x5}}$	$\boxed{7}$ $\underline{\text{x5}}$	$\boxed{9}$ $\underline{\text{x5}}$
(C)	$\boxed{6}$ $\underline{\text{x5}}$	$\boxed{4}$ $\underline{\text{x5}}$	$\boxed{0}$ $\underline{\text{x5}}$	$\boxed{2}$ $\underline{\text{x5}}$	$\boxed{8}$ $\underline{\text{x5}}$
(D)	$\boxed{7}$ $\underline{\text{x5}}$	$\boxed{5}$ $\underline{\text{x5}}$	$\boxed{9}$ $\underline{\text{x5}}$	$\boxed{1}$ $\underline{\text{x5}}$	$\boxed{3}$ $\underline{\text{x5}}$

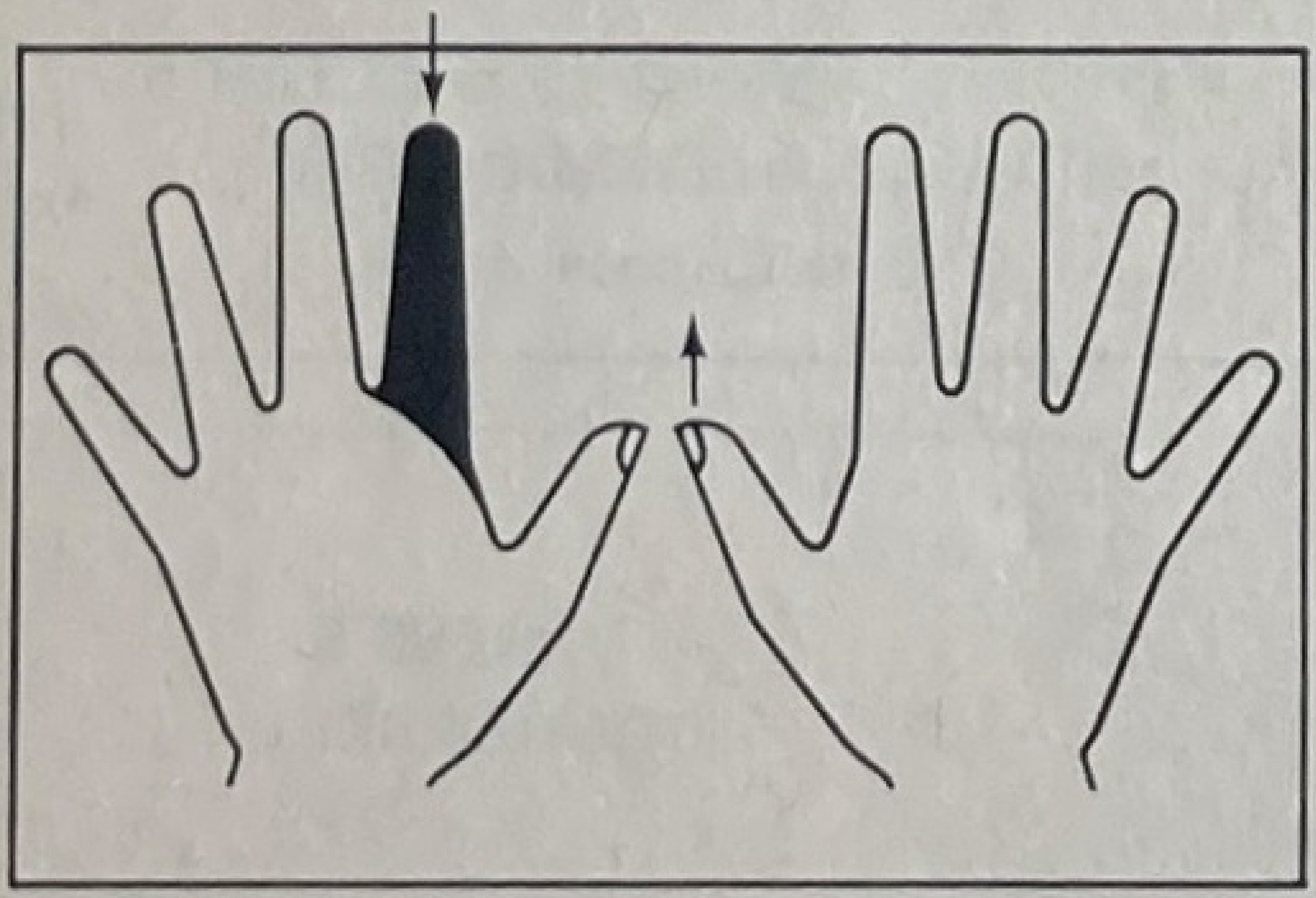
1. The numbers shown in the box above each problem indicate "how many times" you are going to add the unit (in this example, 5). To arrive at the product for 5 unit multiplication, add 5 repeatedly until you reach the number of times shown in the box. Always start from square $\boxed{1}$ on the Counting Aid Chart.
2. Use the Counting Aid Chart in the beginning of Stage 1 multiplication.

Introduction to Stage 2—Multiplication

This book has shown you the finger manipulations that are necessary for stage one multiplication – which basically is an extension of addition, and dependent upon counting unit by unit.

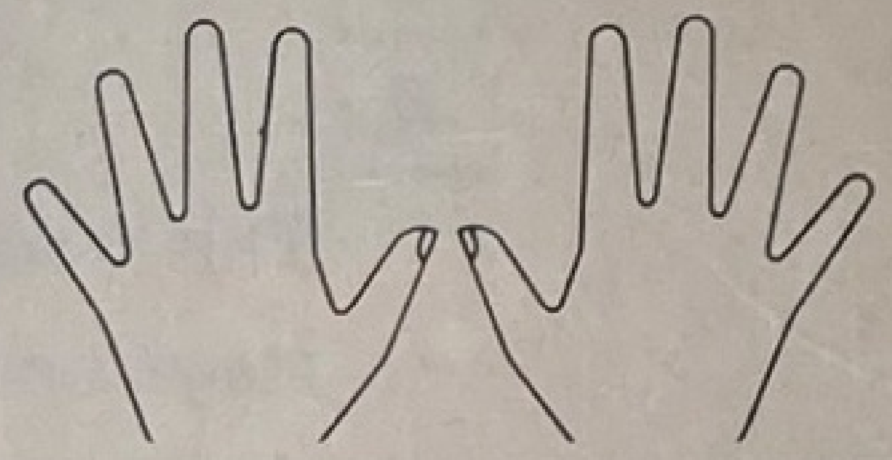
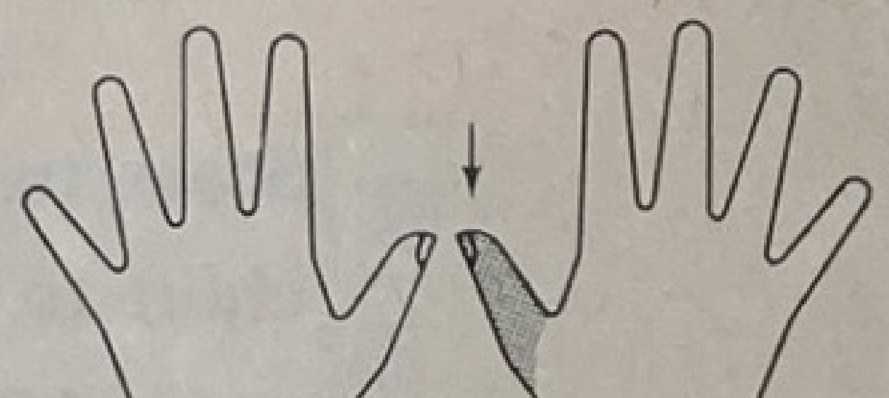
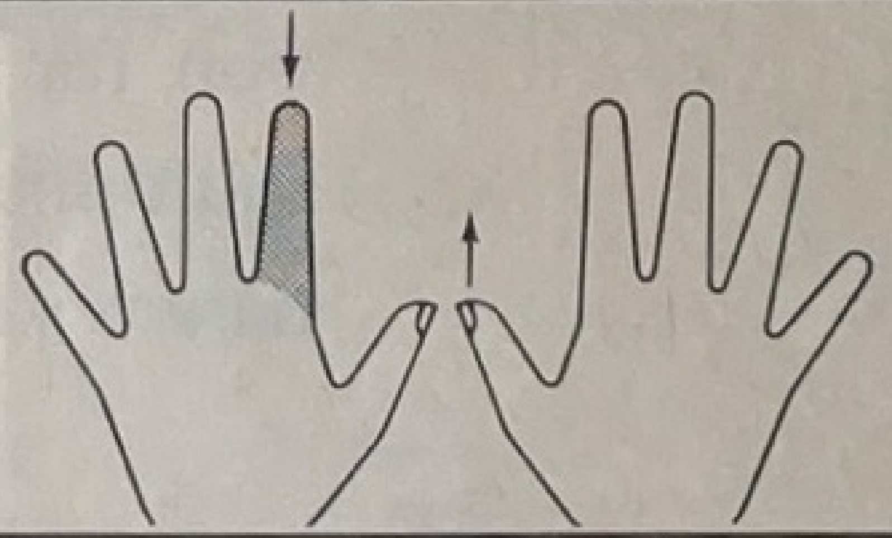
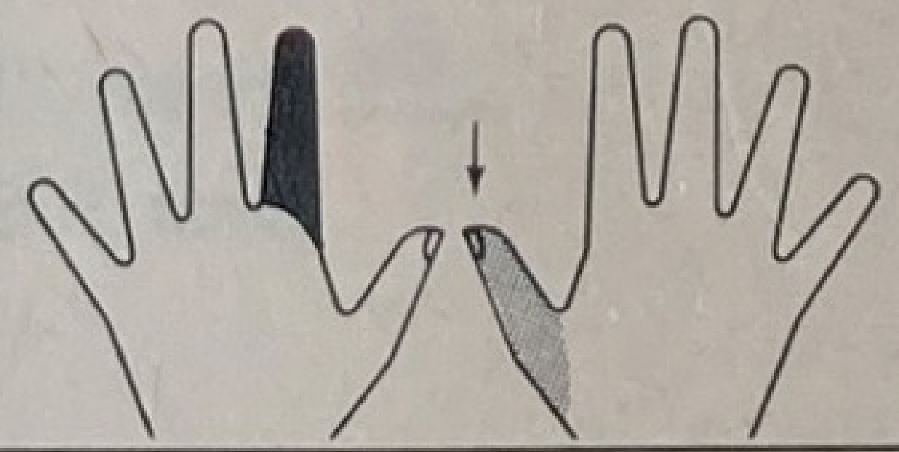
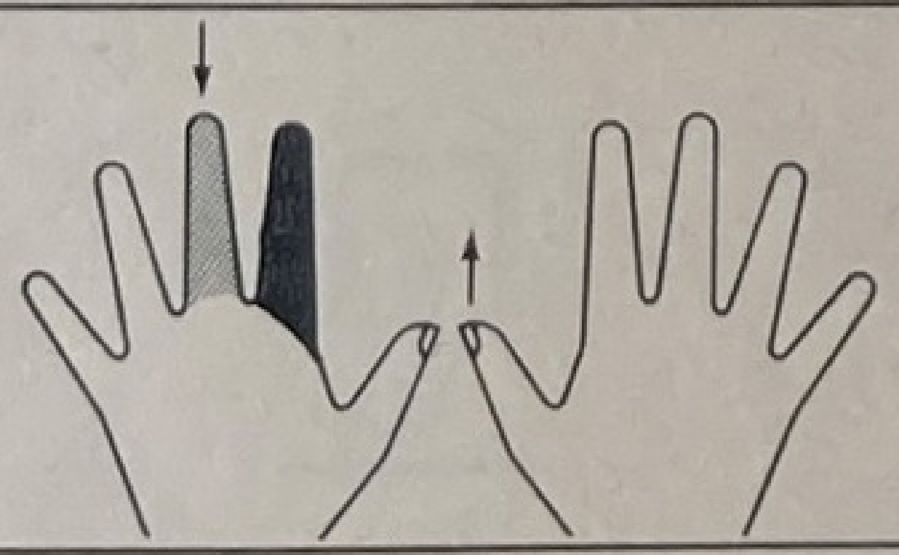
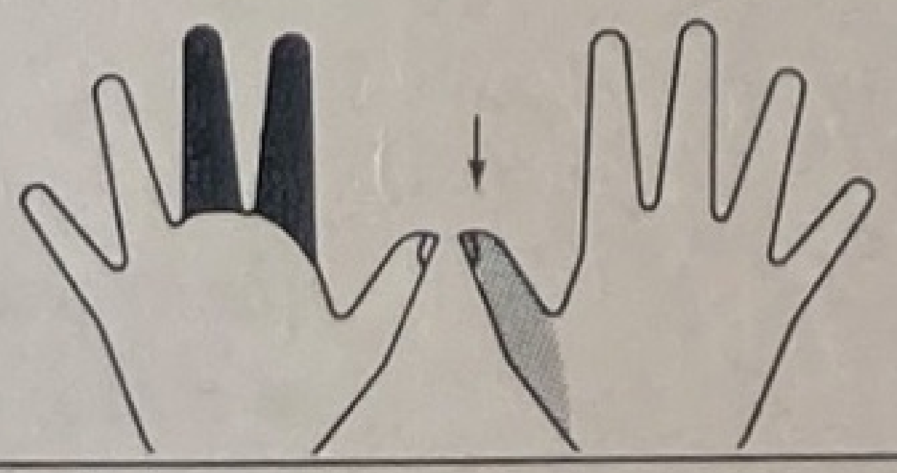
Stage two multiplication involves finger manipulations that will permit your child to perform simple multiplication much more quickly. The charts on pages 60 – 66 show the manipulations that are used in stage two multiplication for the numbers 5, 9 and 4. This is just an introduction to stage two multiplication, and you should refer to the stage 2 addition—multiplication parent's manual for further instruction.

The only difficult manipulation in stage two multiplication involves the phrase "Exchange 5". "Exchange 5" in Chisanbop means "Press 10 and Clear 5 Simultaneously".



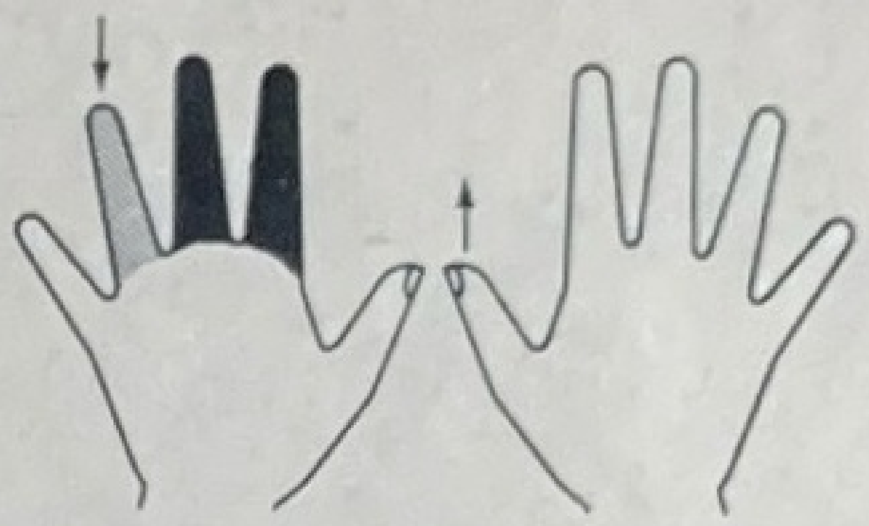
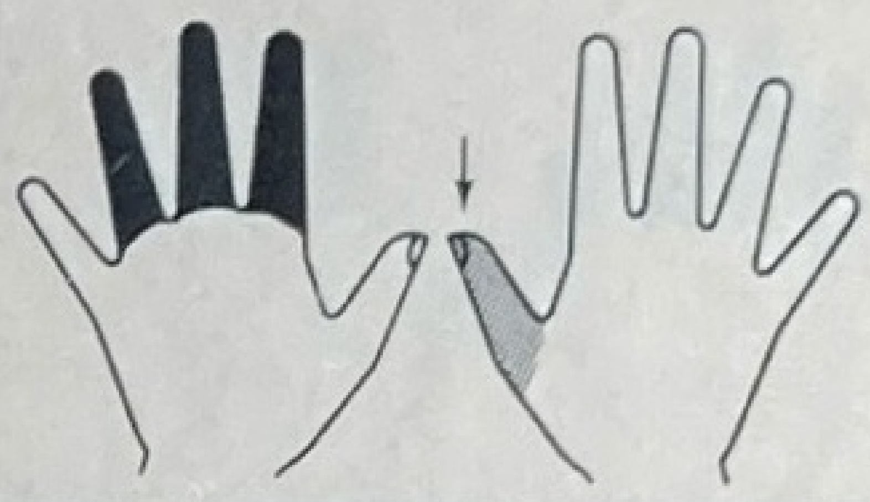
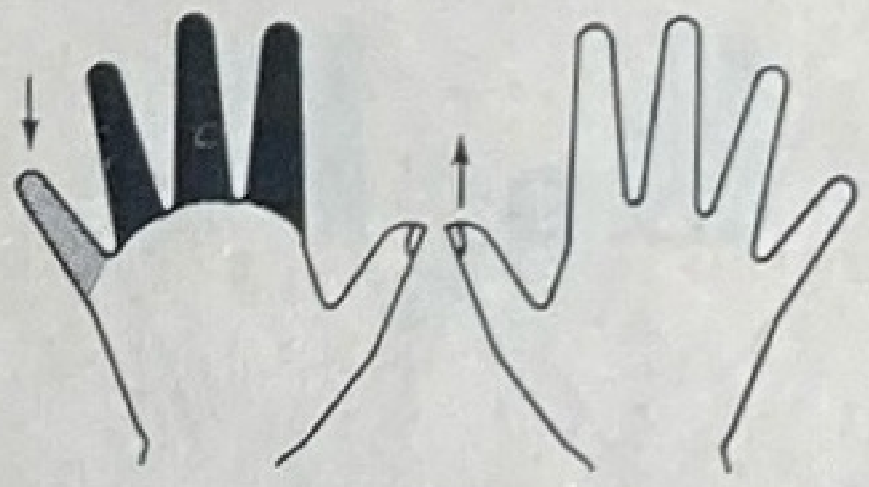
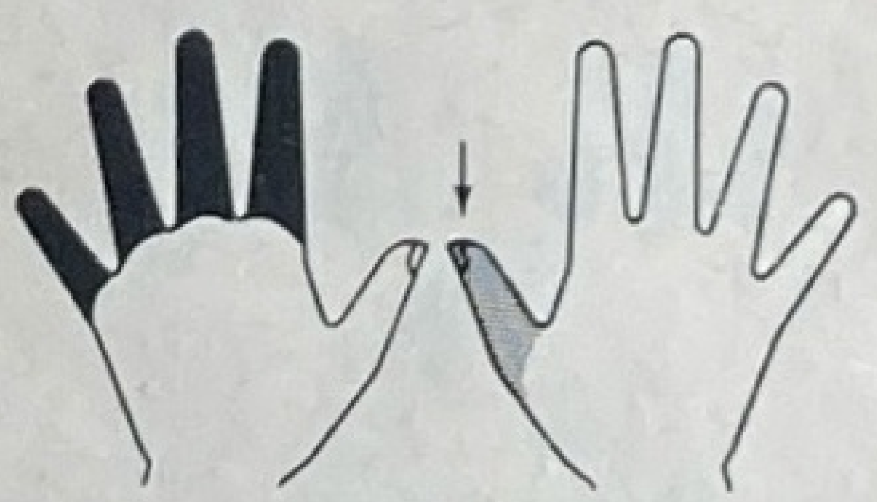
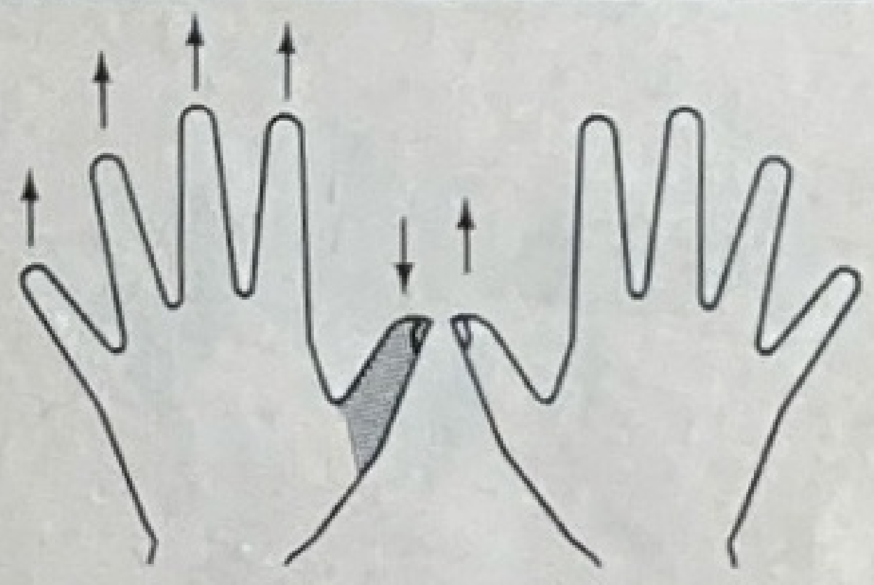
Exchange Five

Introduction to Stage 2—Multiplication

Problem	Unit	Pupil Counts How Many Times	Manipulation	Fingers Read
0 x 5		"ZERO FIVE"	NO MANIPULATION	 0
1 x 5	5	"ONE FIVE"	PRESS 5 (AVAILABLE)	 5
2 x 5	+5	"TWO FIVES"	PRESS 10 & CLEAR 5 (EXCHANGE 5)	 10
3 x 5	+5	"THREE FIVES	PRESS 5 (AVAILABLE)	 15
4 x 5	+5	"FOUR FIVES"	PRESS 10 & CLEAR 5 (EXCHANGE 5)	 20
5 x 5	+5	"FIVE FIVES"	PRESS 5 (AVAILABLE)	 25

* All Manipulations should be made simultaneously

** AVAILABLE - means fingers are available for Pressing.

Problem	Unit	Pupil Counts How Many Times	Manipulation	Fingers Read
6 x 5	+5	"SIX FIVES	PRESS 10 & CLEAR 5 (EXCHANGE 5)	 30
7 x 5	+5	"SEVEN FIVES"	PRESS 5 (AVAILABLE)	 35
8 x 5	+5	"EIGHT FIVES"	PRESS 10 & CLEAR 5 (EXCHANGE 5)	 40
9 x 5	+5	"NINE FIVES"	PRESS 5 (AVAILABLE)	 45
10 x 5	+5	"TEN FIVES"	(BIG EXCHANGE 5) SIMULTANEOUSLY Left Hand-Press 50 & Clear 40 and then Right Hand-Clear 5	 50

TOTAL: 50

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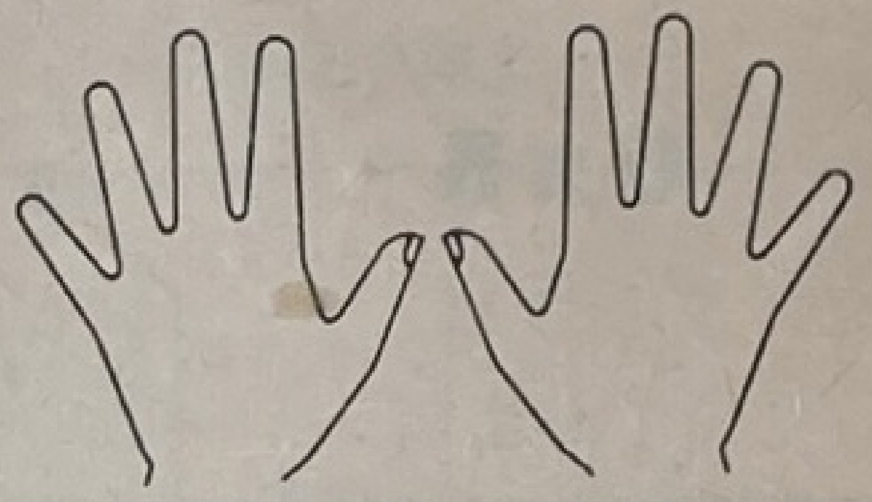
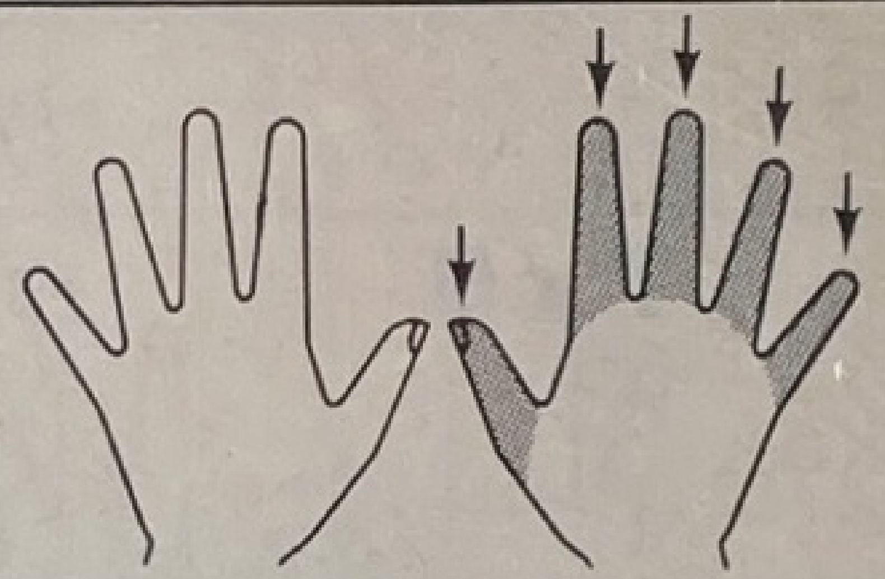
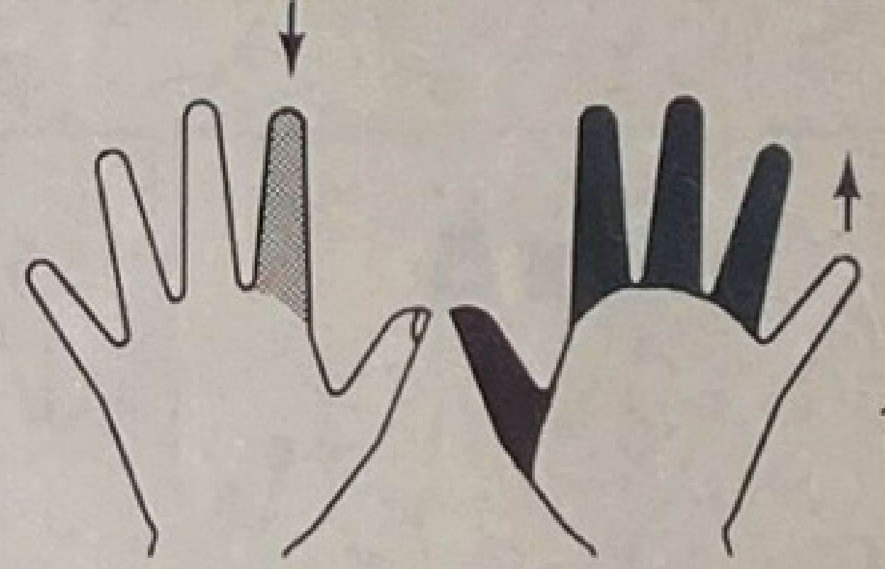
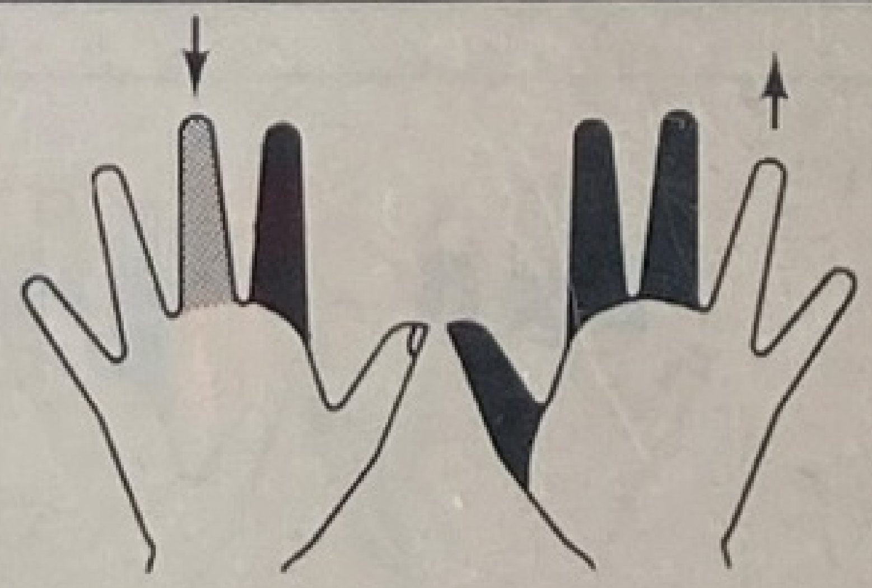
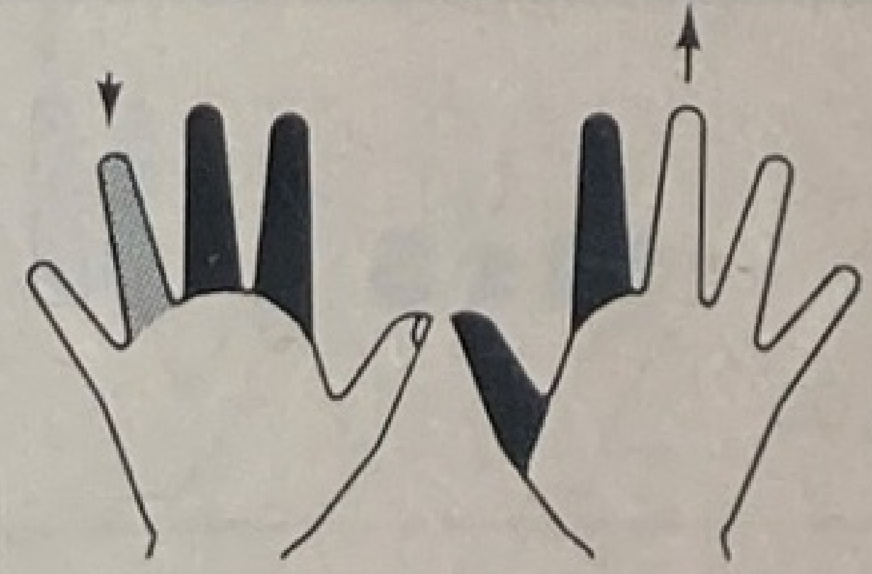
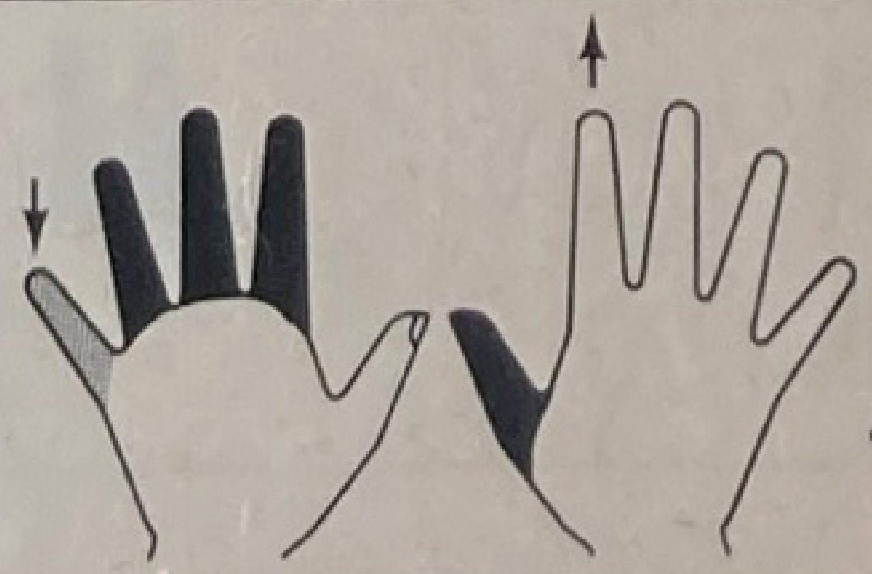
* All Manipulations should be made simultaneously

** AVAILABLE - means fingers are available for Pressing

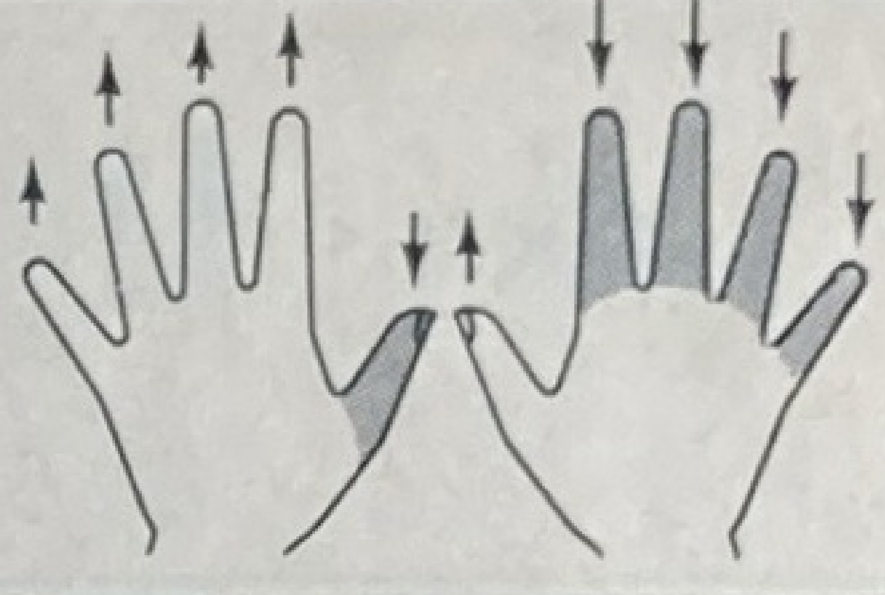
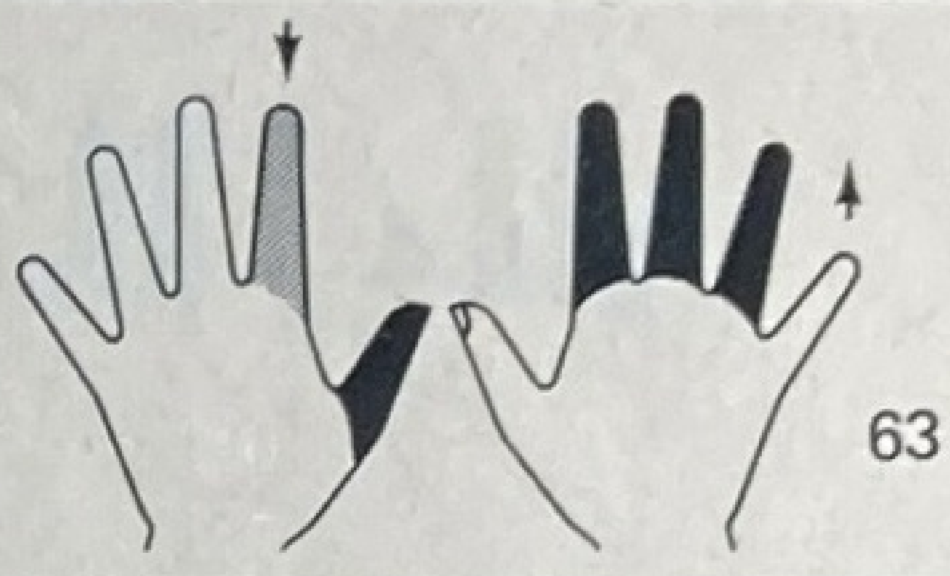
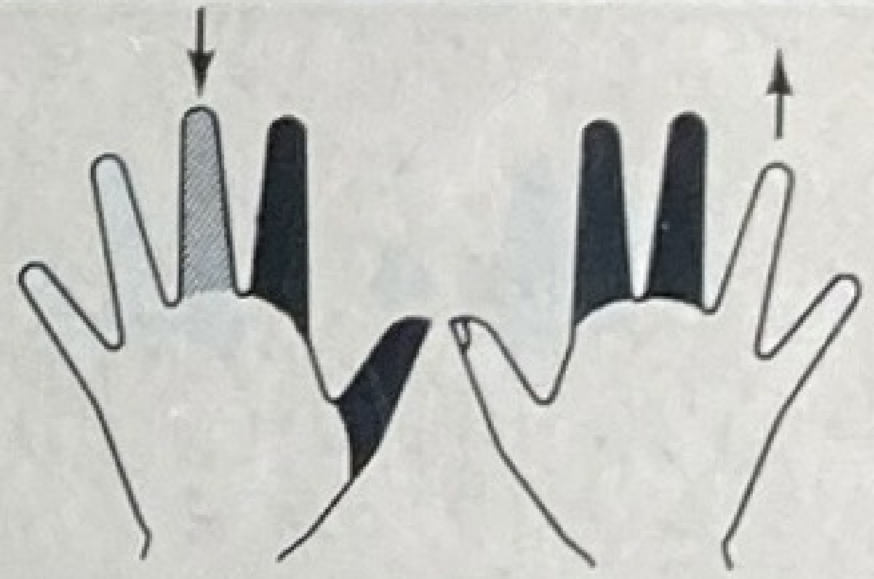
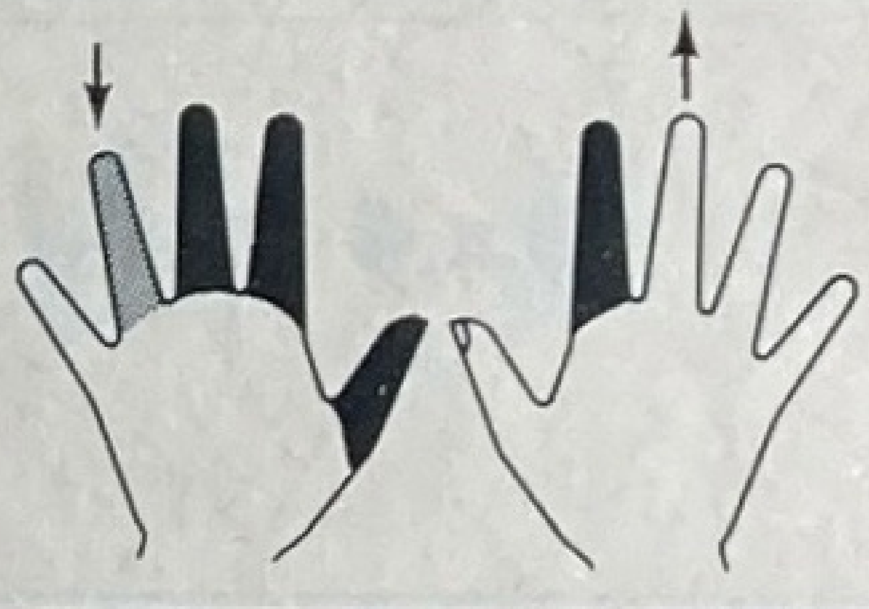
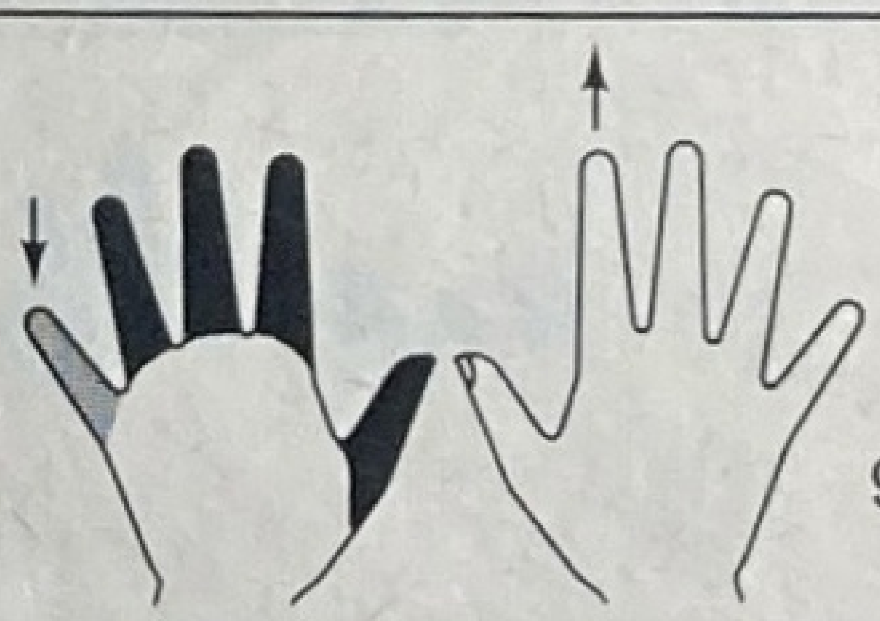
“NINES”

INTRODUCTION TO STAGE 2 MULTIPLICATION

Problem	Unit	Pupil Counts How Many Times	Manipulation	Fingers Read
0 x 9		“ZERO NINE”	NO MANIPULATION	 0
1 x 9	9	“ONE NINE”	PRESS 9 (AVAILABLE)	 9
2 x 9	+9	“TWO NINES”	PRESS 10 & CLEAR 1 (10 - 1)	 18
3 x 9	+9	“THREE NINES”	PRESS 10 & CLEAR 1 (10 - 9)	 27
4 x 9	+9	“FOUR NINES”	PRESS 10 & CLEAR 1 (10 - 9)	 36
5 x 9	+9	“FIVE NINES”	PRESS 10 & CLEAR 1 (10 - 9)	 45

* All manipulations should be made simultaneously.

** AVAILABLE - means fingers are available for Pressing.

Problem	Unit	Pupil Counts How Many Times	Manipulation	Fingers Read
6 x 9	+9	"SIX NINES"	(BIG EXCHANGE 5-[A] & 4 more [B]) A) Left Hand-Press 50 & Clear 40 Right Hand-Clear 5 and B) then Press 4	 54
7 x 9	+9	"SEVEN NINES"	PRESS 10 & CLEAR 1 (10 - 1)	 63
8 x 9	+9	"EIGHT NINES"	PRESS 10 & CLEAR 1 (10 - 1)	 72
9 x 9	+9	"NINE NINES"	PRESS 10 & CLEAR 1 (10 - 1)	 81
10 x 9	+9	"TEN NINES"	PRESS 10 & CLEAR 1 (10 - 1)	 90

TOTAL: 90

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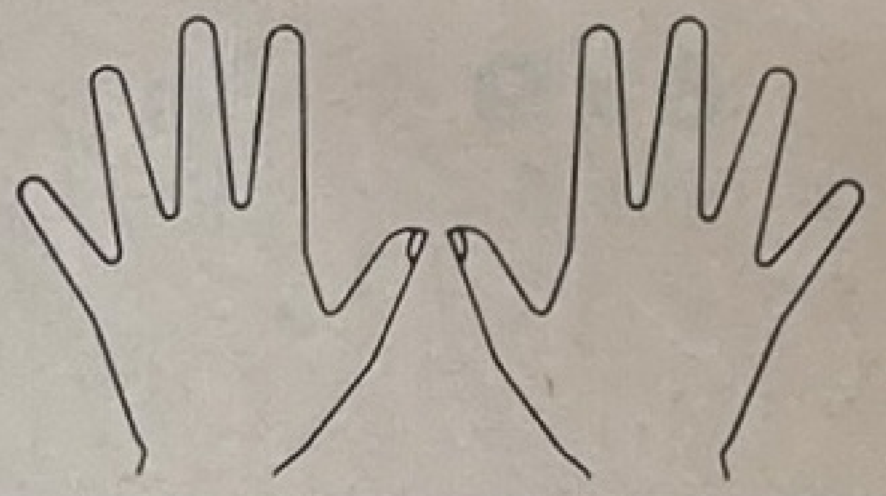
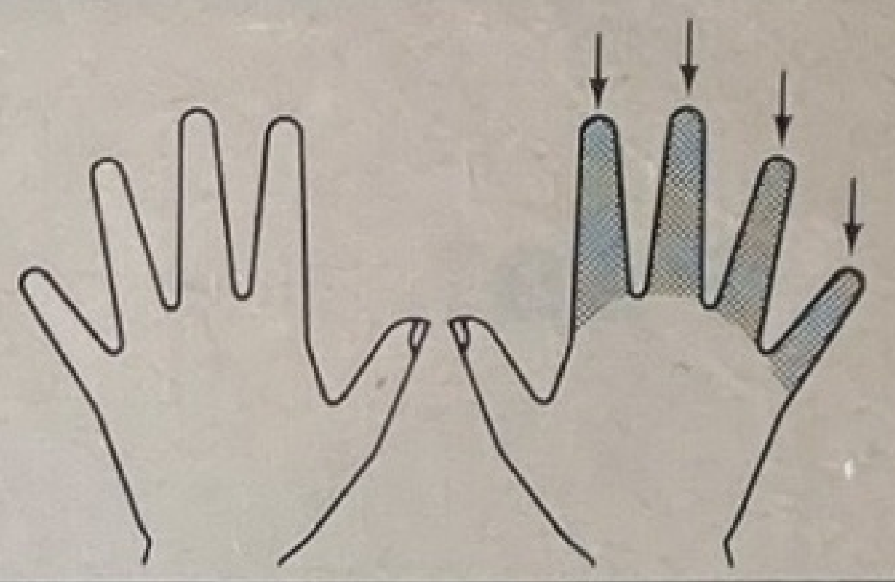
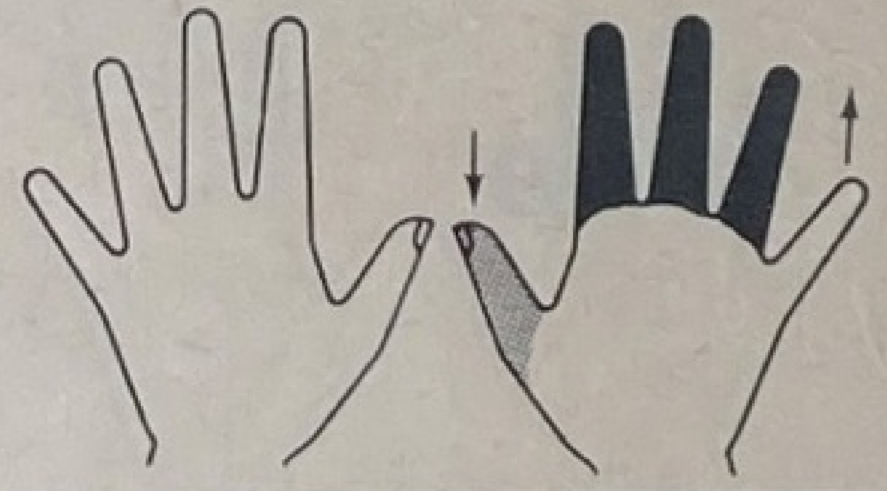
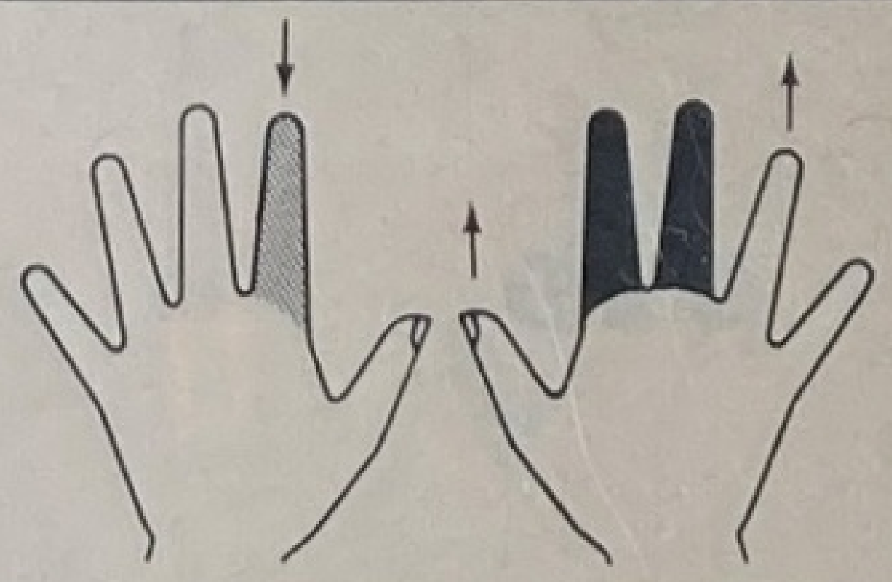
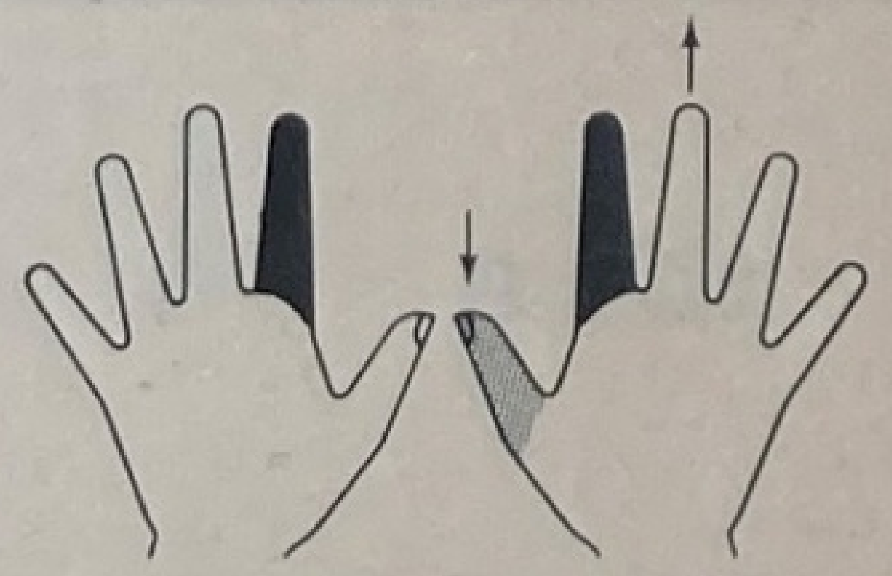
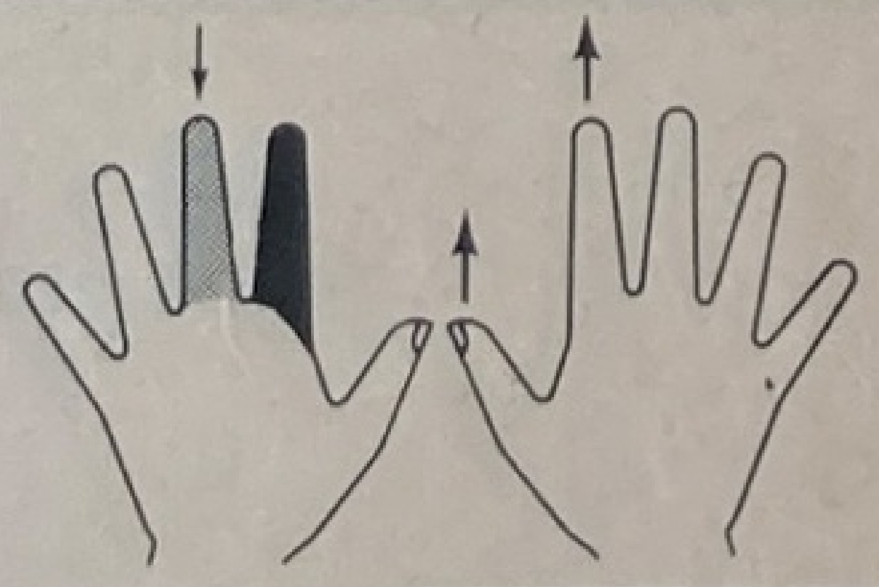
* All manipulations should be made simultaneously.

**AVAILABLE - means fingers are available for Pressing.

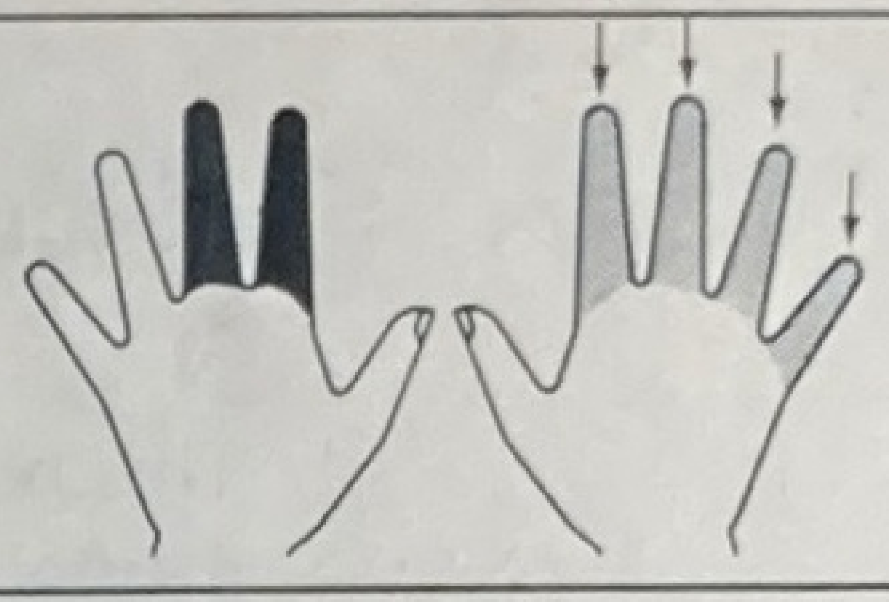
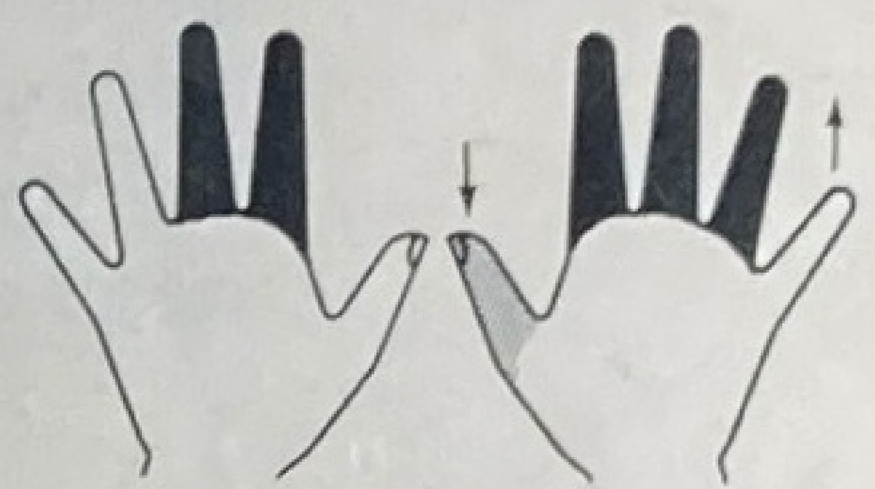
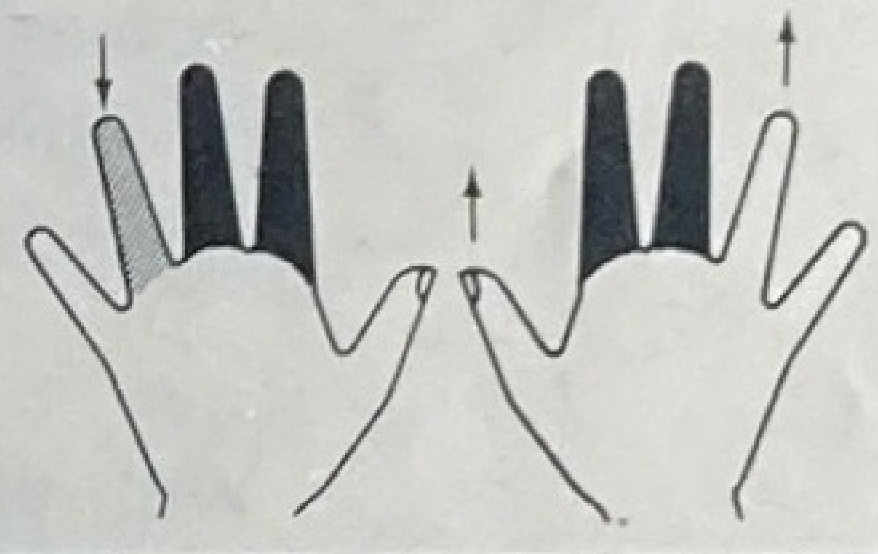
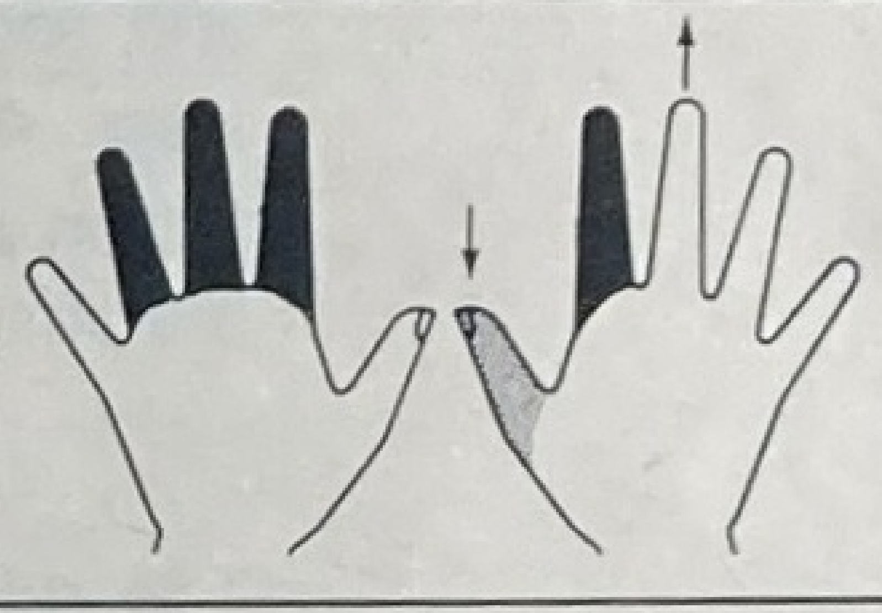
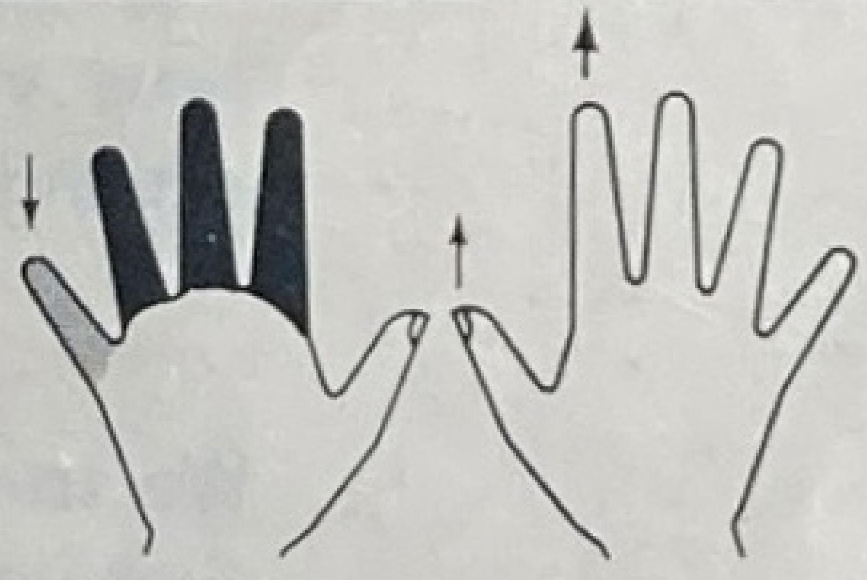
"FOURS"

INTRODUCTION TO STAGE 2 MULTIPLICATION

Problem	Unit	Pupil Counts How Many Times	Manipulation	Fingers Read
0 x 4		"ZERO FOUR"	NO MANIPULATION	 0
1 x 4	4	"ONE FOUR"	PRESS 4 (AVAILABLE)	 4
2 x 4	+4	"TWO FOURS"	PRESS 5 & CLEAR 1 (5 - 1)	 8
3 x 4	+4	"THREE FOURS"	EXCHANGE 5 & CLEAR 1 (A) 10 - 5 (B) - 1)	 12
4 x 4	+4	"FOUR FOURS"	PRESS 5 & CLEAR 1 (5 - 1)	 16
5 x 4	+4	"FIVE FOURS"	EXCHANGE 5 & CLEAR 1 (A) 10 - 5 B) - 1)	 20

* All manipulations should be made simultaneously.

** AVAILABLE - means fingers are available for Pressing.

Problem	Unit	Pupil Counts How Many Times	Manipulation	Fingers Read
6 x 4	+4	"SIX FOURS"	PRESS 4 (AVAILABLE)	 24
7 x 4	+4	"SEVEN FOURS"	PRESS 5 & CLEAR 1 (5 - 1)	 28
8 x 4	+4	"EIGHT FOURS"	EXCHANGE 5 & CLEAR 1 (A) 10 - 5 B) - 1)	 32
9 x 4	+4	"NINE FOURS"	PRESS 5 & CLEAR 1 (5 - 1)	 36
10 x 4	+4	"TEN FOURS"	EXCHANGE 5 & CLEAR 1 (A) 10 - 5 B) - 1)	 40

TOTAL: 40

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* All manipulations should be made simultaneously.

** AVAILABLE - means fingers are available for Pressing.

CONCLUSION

This book and the accompaning recording have introduced you to the fundamental stage of Chisanbop. As soon as your child is proficient in the finger manipulations introduced in this book, and has demonstrated to you a satisfactory knowledge of stage 1 addition, stage 1 algebra (missing addends) and stage 1 multiplication, he will be ready to proceed to the more advanced stages of Chisanbop.

Additional Chisanbop parent guides and recordings are currently in development to enable you to take your children into the more advanced stages of Chisanbop for each mathematical operation. The chart on the next page shows the additonal stages of Chisanbop for each mathematical operation.

With each new stage of Chisanbop that your child learns, their confidence and security with mathematics will grow. For example, as proficiency in stage 4 multiplication is achieved, many children can calculate multiplication problems, multiplying 3 digit numbers by 3 digit numbers, calculating the answers in a single line instead of using partial products.

The school districts that have had Chisanbop in use for more than a year have viewed it as a mathmatical breakthrough that enables children to expand their mathematical abilities at a faster pace than ever before.

We trust that you have found this program fun and rewarding, and hope that you will be one of the thousands of parents who will continue to learn and teach your children Chisanbop all the way through the advanced stages. We believe that to do so will give them a life-long advantage in their understanding and utilization of mathematics.

Stages of CHISANBOP Finger Calculation

Operation ➡	Addition	Multiplication	Subtraction	Division
	Stage 1	Stage 1	Stage 1 Part A Part B	Stage 1
	Stage 2	Stage 2	Stage 2	Stage 2
	Stage 3	Stage 3	Stage 3	Stage 3
	Stage 4	Stage 4	Stage 4	Stage 4

This chart depicts the stages of the entire Chrisanbop process

Dear Parents:

Enclosed in this book are two phonographic sound discs. Thanks to space-age audio-technology we have been able to capture the same level of high fidelity reproduction on these flexible Soundsheets that until recent years was only achievable on rigid plastic records. When you play these sound discs you will see that the quality is undisputable. Because the Soundsheets are thin, flexible and virtually unbreakable, they are ideal for shipping, so that none of our customers have to be disappointed by a package arriving with a "broken record".

Before you begin reading the Chisanbop parents' manual, you should first begin listening to side one of the first sound disc.

We are excited about this new home course and what it will be able to do for your children's understanding, confidence, and capabilities in the field of mathematics. You should be proud that you care enough about your child's education that you are willing to give them such a significant mathematical advantage.

PARENT'S GUIDE TO

CHISANBOP™

The Original Finger Calculation Method

Chisanbop is a registered Trademark of Chisanbop, Enterprises Inc.